EDUCATIONAL RESOURCES INFORMATION CENTER

January 1975 Volume 10 Number 1

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resources in education

RESOURCES IN EDUCATION

A monthly abstract journal announcing recent report literature related to the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/ National Institute of Education

Organization of Journal. **RESOURCES IN EDUCATION** is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

Subject
Author
Institution

Material for this publication was processed for Linotron printing by Operations Research, Incorporated under contract with the National Institute of Education. Use of funds for printing approved by the Office of Management and Budget April 9, 1974. Contents do not necessarily reflect official National Institute of Education policy.

Subscription: Domestic, $42.70 a year; foreign, $53.40 additional. Single copy: Domestic, $3.60. Send check or money order (no stamps) to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Cumulative Indexes to **Resources in Education** will be published semiannually. They are not included in the yearly subscription price, but can be ordered by title from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

SPECIAL ANNOUNCEMENTS

NAME CHANGE FOR RESEARCH IN EDUCATION

With this issue the name of the ERIC abstract journal has been changed from **Research in Education** to **Resources in Education** to reflect more accurately the broad scope of the documents the journal announces. The purpose of **RIE** is to make possible the early identification of, and sources for, acquiring a variety of published and unpublished materials of interest to the national and international education community.

The original title reflected an early emphasis on reporting research projects and results. The Educational Resources Information Center (ERIC), having broadened the range of education materials selected for announcement in **RIE,** wishes to indicate a wider inclusiveness by means of the new title.

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Clearinghouse Change of Name

The ERIC Clearinghouse on the Disadvantaged has changed its name to the ERIC Clearinghouse on Urban Education. The Clearinghouse will continue to monitor research and practice relating to the education of special populations in urban areas, such as blacks, Puerto Ricans, the poor, and the segregated, as well as collecting information on particular issues of urban education. The Clearinghouse will continue to be identified by the prefix UD.

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Introduction

Resources in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number—only NIE or USOE contracts or grants are recorded.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS", other sources are cited above.

ED 654 321 56 **CE 123 456**

Smith, John D. *Johnson, Jane*

Career Education for Women

Central Univ., Chicago, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D. C.

Report No—CU-2081-S

Pub Date May 73

Contract— NIE-C-73-0001

Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, 1973)

Available from—Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 ($3.25)

EDRS PRICE MF-$0.75 HC-$6.60 plus postage

Descriptors—*Career Opportunities, Career Planning, Careers, *Demand Occupations, *Employment Opportunities, Females, Labor Force, Labor Market, *Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, *Working Women

Identifiers—Consortium of States, *National Occupational Competency Testing Institute, Illinois

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).*

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the **Thesaurus of ERIC Descriptors.**

Informative Abstract.

Abstractor's initials.

***The key to these codes is as follows:**

Code	*Description*
08	Adult and Vocational Education, Public Law 88–210
16	Captioned Films for the Deaf, Public Law 85–905
24	Cooperative Research, Public Law 89–10, Title IV
32	Disadvantaged Students Program, Public Law 89–10, Title I
40	Handicapped Children and Youth, Public Law 88–164
48	Language Development, Public Law 85–864, Title VI
52	Library Research and Development, Public Law 89–320, Title II, Part B
56	New Educational Media, Public Law 85–864, Title VII, Part A
64	New Education Media, Public Law 85–864, Title VII, Part B
72	Research in Foreign Countries, Public Law 83–480
80	State Educational Agencies Experimental Activities, Public Law 89–10, Title V. Section 505
88	Supplementary Centers and Services, Public Law 88–10, Title III
95	Other Office of Education Programs

Document Resumes

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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CE—Career Education	5–30
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CE

ED 095 254 95 CE 001 542

Collican, Patricia M.

Self-Planned Learning: Implications for the Future of Adult Education. Technical Report No. 74-507.

Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.

Report No—SURC-TR74-507; WD-7402

Pub Date Apr 74

Grant—OEG-0-73-5232

Note—29p.

Available from—Educational Policy Research Center, Syracuse University Research Corporation, 1206 Harrison Street, Syracuse, N. Y. 13210 (SURC-TR74-507, $1.96)

EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Adult Characteristics, Adult Education, Adult Educators, Adult Learning, *Adult Students, Autoinstructional Aids, *Continuous Learning, *Educational Alternatives, *Educational Needs, Educational Research, *Independent Study, Interviews, Learning Characteristics, Learning Difficulties, Learning Motivation, Literature Reviews, Open Education, Self Actualization, Surveys

Identifiers—*Self Planned Learning

One of the most important implications for professional adult educators drawn from this review of the literature (emphasizing seven research studies which focus on the individual learner) stems from the increasing evidence that adults plan a great deal of learning for themselves without any assistance or intervention from professional adult educators. The studies indicate that an adult's learning project is a specific, personal, and individualized effort. The need of reliable subject matter resources for self-planned learning projects challenges the adult educator to increase the diversification in "packaging" subject matter (e.g., tapes, cassettes, single topic newsletters, television) for individual learning projects. Learners perceived, probably accurately, that group learning did not fulfill personal goals. Current education models must change; new techniques for building learner goals into group learning activities must be explored. People engaged in self-planned learning need and want help with their learning. How will coordinating mechanisms be formed to provide the necessary counseling, resources and referrals? Future studies must focus on the major areas and issues of self-planned learning. (Author/AJ)

ED 095 255 CE 001 604

Koble, Daniel E., Jr., Ed. *Coker, Robert U., Ed.*

Improving Administrative Activities of State Vocational Education Agencies.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—LT-Ser-41

Pub Date Mar 74

Note—192p.; Presentations of the Annual Leadership Development Seminar for State Directors of Vocational Education (6th, Nashville, Tennessee, September 1973)

EDRS Price MF-$0.75 HC-$9.00 PLUS POSTAGE

Descriptors—Administrator Role, *Career Education, Decision Making, Educational Administration, Leadership Styles, Management Development, Objectives, Occupational Guidance, Organization, Organizational Development, *Program Administration, Program Evaluation, Seminars, *State Agencies, Statewide Planning, Vocational Development, *Vocational Directors, *Vocational Education

Identifiers—Performance Based Objectives

The 1973 seminar focused on improving administrative activities of State vocational education agencies, and emphasis was given to the processes and innovative concepts related to the maintenance and improvement of administrative activities. Guidelines and position papers were presented in the following areas: (1) The Role of Vocational Education in the Administration of Career Education (Winfield Dunn and William L. Smith), (2) Decision Making for Vocational Education (Daniel E. Koble, Jr. and David C. Gilmore), (3) Performance-Based Objectives (Darrell L. Parks and Orlando C. Behling), (4) Management Systems for Vocational Education (Cecil H. Johnson, Jr., William M. Harrison, and Garry R. Bice), (5) Program Evaluation in Vocational Education (N. L. McCaslin and Robert S. Seckendorf), (6) Staff Organization (Carl F. Lamar, Joe D. Mills, Don K. Gentry, and William O. Schuermann), (7) Managing the Leadership Function (Terence R. Mitchell), (8) The Organizational Structure of State Education Agencies (Wendell H. Pierce), and (9) Administering Career Guidance Programs (Warren N. Suzuki and Paul E. Shaltry). An appendix offers a seminar agenda and list of program presenters and participants. (MW)

ED 095 256 CE 001 669

The Learning Society. Report of the Commission on Post-Secondary Education in Ontario.

Commission on Post-Secondary Education in Ontario (Canada).

Pub Date 20 Dec 72

Note—266p.

Available from—Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M5R 1N8 ($2.50)

Document Not Available from EDRS.

Descriptors—*Adult Education, Bilingual Education, *Continuous Learning, Educational Demand, Educational Finance, Educational Objectives, *Educational Planning, Educational Policy, Educational Programs, Educational Research, Foreign Countries, Futures (of Society), *Policy Formation, *Post Secondary Education, Student Needs

Identifiers—Canada

The Commission on Post-Secondary Education in Ontario was appointed in 1969 to advise the Ministers of Education and of University Affairs. The Commission was asked to consider, in the light of then-current provisions, the pattern necessary to ensure the further effective development of post-secondary education in the Province to 1980, and in general terms to 1990, and to make recommendations. It was charged with nine specific areas of study, including the determination of student needs, student preferences, numbers of students, types of institutions and facilities required and the interrelations among them, and the costs and methods of financing universally attainable post-secondary education. The Commission was further required to generate public comment and discussion, providing full opportunity for the expression of opinions. The results of hearings, briefs, and a wide range of research studies are reported in the study, organized around three themes: a history of post-secondary education, directions for change, and instruments of change. The Commission makes 126 specific recommendations, reflecting its general conclusion that continuing education is a pervasive molding force which requires flexibility in the post-secondary system. (AJ)

ED 095 257 CE 001 780

Baird, Leonard L.

Careers and Curricula: A Report on the Activities and Views of Graduates a Year After Leaving College.

Educational Testing Service, Princeton, N.J.

Spons Agency—Association of American Medical Colleges, Washington, D. C.; Graduate Record Examinations Board, Princeton, N.J.; Law School Admission Test Council, New York, N.Y.

Pub Date Apr 74

Note—268p.

EDRS Price MF-$0.75 HC-$12.60 PLUS POSTAGE

Descriptors—College Attendance, College Environment, College Programs, College Role,

Educational Environment, Educational Experience, Educational Quality, Financial Support, *Graduate Students, Graduate Study, *Graduate Surveys, Participant Characteristics, Predictor Variables, *Professional Continuing Education, Student Attitudes, *Student Experience, *Student Reaction, Student Role

This study of graduate and professional school students attempted to find out how students enter graduate and professional school and to assess their reactions to their experiences there. Following an introduction, the report includes: (1) a description of the sample students and how their current activities were related to their plans as seniors, (2) an account of variables affecting the rate of attendance, (3) an account of various influences on the students' attendance, as assessment of their activities and their descriptions of their schools' environment and professors, (5) an evaluation of student reactions to their schools, (6) students' reactions to some proposed reforms in advanced education, and (7) a comparison of the experiences of men and women and of blacks and whites. Also considered were the special characteristics and reactions of scholarship recipients, older students and married students. Conclusions about the meaning and significance of the findings for each field were drawn. Also included are a six-page bibliography, two appendixes, predictor variables list, a college graduate survey form, and a college senior survey form. (Author/BP)

ED 095 258 CE 001 781

Blumer, Alice Howard

Jail Operations: Programmed Instruction, Book 1. Correctional History and Philosophy.

Bureau of Prisons (Dept. of Justice), Washington, D.C.; Wisconsin Univ., Madison, Univ. Extension.

Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date 73

Note—60p.; For related documents, see CE 001 782-5 and CE 002 594

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 2705-00006, $0.90)

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—Classroom Materials, *Corrective Institutions, Course Content, Decision Making Skills, History, *Instructional Materials, Job Training, Occupational Information, *Officer Personnel, *Professional Training, Programed Materials

Identifiers—*Correctional Officers

The programed course was written to help jail officers assume the demands of jail work and emphasizes that, in addition to routine tasks, officers must be fully prepared to serve an important function for society as well-trained, responsible professionals. Much of the officer's job will depend on his ability to make decisions and to avoid the mistakes and disproven beliefs of the past. The course material includes discussions of mistakes which other men and women have made on the job; this anecdotal background material was supplied by Federal Jail Inspectors. The first book of the course illustrates the vital role the jail officer plays in society's attempt to control crime through an examination of the way corrections has developed from inhumane and ineffective punishment to enlightened corrections. This background material provides insights and understandings which must precede competent performance of the officer's duties. (Author/AJ)

ED 095 259 CE 001 782

Blumer, Alice Howard

Jail Operations: Programmed Instruction, Book 2. Jail Operations.

Bureau of Prisons (Dept. of Justice), Washington, D.C.; Wisconsin Univ., Madison, Univ. Extension.

Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date 73

Note—213p.; For related documents, see CE 001 781, CE 001 783-5 and CE 002 594

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Stock Number 2705-00007, $2.10)

EDRS Price MF-$0.75 HC-$10.20 PLUS POSTAGE

Descriptors—Classroom Materials, *Corrective Institutions, Course Content, Decision Making Skills, *Instructional Materials, Job Training, Occupational Information, *Officer Personnel, *Professional Training, Programed Materials

Identifiers—*Correctional Officers

The programed course was written to help jail officers assume the demands of jail work and emphasizes that, in addition to routine tasks, officers must be fully prepared to serve an important function for society as well-trained, responsible professionals. Much of the officer's job will depend on his ability to make decisions and to avoid the mistakes and disproven beliefs of the past. The course material includes discussions of mistakes which other men and women have made on the job; this anecdotal background material was supplied by Federal Jail Inspectors. The second book of the course familiarizes the officer with the reasons for following the established procedures and may enable him to suggest improvements in existing systems to the jail administrator. The book illustrates three essential goals of the jail which the procedures have been developed to meet: (1) protection of the safety of jail personnel, (2) safekeeping and welfare of prisoners, and (3) protection of society by prevention of escapes. (Author/AJ)

ED 095 260 CE 001 783

Blumer, Alice Howard

Jail Operations: Programmed Instruction, Book 3. Jail Climate.

Bureau of Prisons (Dept. of Justice), Washington, D.C.; Wisconsin Univ., Madison, Univ. Extension.

Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date 73

Note—64p.; For related documents, see CE 001 781-2, CE 001 784-5, and CE 002 594

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 2705-00008, $0.95)

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—Classroom Materials, *Corrective Institutions, Course Content, Decision Making Skills, *Instructional Materials, Job Training, Occupational Information, *Officer Personnel, *Professional Training, Programed Materials

Identifiers—*Correctional Officers

The programed course was written to help jail officers assume the demands of jail work and emphasizes that, in addition to routine tasks, officers must be fully prepared to serve an important function for society as well-trained, responsible professionals. Much of the officer's job will depend on his ability to make decisions and to avoid the mistakes and disproven beliefs of the past. The course material includes discussions of mistakes which other men and women have made on the job; this anecdotal background material was supplied by Federal Jail Inspectors. The third book of the course deals with jail climate and the power of the jail officer to establish and control it through the manner in which he speaks to prisoners, treats them in his daily encounters, and the way he performs his duties. (Author/AJ)

ED 095 261 CE 001 784

Blumer, Alice Howard

Jail Operations: Programmed Instruction, Book 4. Supervision.

Bureau of Prisons (Dept. of Justice), Washington, D.C.; Wisconsin Univ., Madison, Univ. Extension.

Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date 73

Note—150p.; For related documents, see CE 001 781-3, CE 001 785 and CE 002 594

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 2705-0009, $1.60)

EDRS Price MF-$0.75 HC-$6.60 PLUS POSTAGE

Descriptors—Classroom Materials, *Corrective Institutions, Course Content, Decision Making Skills, *Instructional Materials, Job Training, Occupational Information, *Officer Personnel, *Professional Training, Programed Materials

Identifiers—*Correctional Officers

The programed course was written to help jail officers assume the demands of jail work and emphasizes that, in addition to routine tasks, officers must be fully prepared to serve an important function for society as well-trained, responsible professionals. Much of the officer's job will depend on his ability to make decisions and to avoid the mistakes and disproven beliefs of the past. The course material includes discussions of mistakes which other men and women have made on the job; this anecdotal background material was supplied by Federal Jail Inspectors. The fourth book of the course is designed to teach the jail officer ways in which he can most effectively manage and control the activities and actions of prisoners in the jail. The book provides a means by which he can consciously develop his supervisory skills and improve his effectiveness as an officer. (Author/AJ)

ED 095 262 CE 001 785

Blumer, Alice Howard

Jail Operations: Programmed Instruction, Book 5. Discipline.

Bureau of Prisons (Dept. of Justice), Washington, D.C.; Wisconsin Univ., Madison, Univ. Extension.

Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date 73

Note—49p.; For related documents, see CE 001 781-4 and CE 002 594

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 2705-00010, $0.85)

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Classroom Materials, *Corrective Institutions, Course Content, Decision Making Skills, *Instructional Materials, Job Training, Occupational Information, *Officer Personnel, *Professional Training, Programed Materials

Identifiers—*Correctional Officers

The programed course was written to help jail officers assume the demands of jail work and emphasizes that, in addition to routine tasks, officers must be fully prepared to serve an important function for society as well-trained, responsible professionals. Much of the officer's job will depend on his ability to make decisions and to avoid the mistakes and disproven beliefs of the past. The course material includes discussions of mistakes which other men and women have made on the job; this anecdotal background material was supplied by Federal Jail Inspectors. The fifth book of the course helps the jail officer to understand what is meant by discipline and what must be involved in his decision to use discipline in controlling a prisoner. It is designed to help the officer: (1) recognize what situations require disciplinary action, and (2) choose the correct disciplinary action when needed. The book is not a discussion of punishment, which involves negative actions, but focuses on positive factors of discipline: teaching self control, setting standards of proper behavior, and correcting improper behavior consistently and fairly. (Author/AJ)

ED 095 263 CE 001 786

Training for the Management of Human Resources.

Department of Employment and Productivity, London (England).

Pub Date 72

Note—48p.

Available from—Pendragon House Inc., 220 University Avenue, Palo Alto, California 94301 ($1.80 plus $0.50 handling)

Document Not Available from EDRS.

Descriptors—Behavioral Sciences, Foreign Countries, *Human Resources, Job Skills, *Management Development, *Management Education, *Managerial Occupations, Performance Criteria, Recruitment

Identifiers—*Great Britain

The recommendations of the report by the Personnel Management/Training Sub-Committee of the Joint Industrial Training Boards Committee for Commercial and Administrative Training are intended for the education and training of all those professionally engaged as specialists in the management of human resources. They are to be used as a framework against which individual situations can be assessed and particular needs identified. "The management of human resources is concerned with the optimum deployment and

development of people within an organisation in order that the objectives of the organisation may be met and effectively adapted to changing circumstances." Behavioral science background was identified as the most important field of knowledge for professional competence. Topics discussed include: a modular scheme for developing professional competence, sources of recruitment into the profession, basic knowledge and skills, requirements for specialized functional areas, and specific practitioner knowledge and skills. Half of the document is devoted to appendixes of definitions, examples of learning experiences and modules, and sources of information. (EA)

ED 095 264 CE 001 789

Prospective Study of Employee Mobility in Head Start Programs. Final Report.

Booz Allen and Hamilton, Inc., Washington, D.C.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date 15 Feb 74

Note—127p.; For related document, see CE 001 790

EDRS Price MF-$0.75 HC-$6.60 PLUS POSTAGE

Descriptors—Employment Patterns, *Employment Trends, *Federal Programs, *Labor Turnover, *Occupational Mobility, Occupational Surveys, Questionnaires, Surveys

Identifiers—*Head Start Programs

This report presents findings based on data obtained during the prospective phase of the study of employee mobility in Head Start programs. Problems were encountered in the study, making the projection of conclusions regarding the extent of mobility in Head Start programs quite tenuous. The extent of mobility reported and the causes of mobility from the viewpoint of Head Start employees and of the organizations employing them are discussed, with supporting data from questionnaire responses. Recommendations for future data collection from Head Start organizations are made, based on the experience gained from this study. The questionnaires used are included. (Author/SA)

ED 095 265 CE 001 790

Retrospective Study of Employee Mobility in Head Start Programs. Draft of Final Report.

Booz Allen and Hamilton, Inc., Washington, D.C.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date 18 May 73

Note—314p.; For related document, see CE 001 789

EDRS Price MF-$0.75 HC-$15.00 PLUS POSTAGE

Descriptors—Employment Patterns, *Employment Trends, *Federal Programs, *Labor Turnover, *Occupational Mobility, Questionnaires, Research Methodology

Identifiers—*Head Start Programs

This report presents the findings from a survey to determine the extent, causes, and import of Head Start employee mobility. The findings are based on data from 56 responding programs out of a sample of 70 selected from a population of 863 full-year Head Start programs listed in a 1971 Office of Economic Opportunities inventory. The study in its recommendations and findings tried to answer three broad questions: How much movement is there in terms of turnover and promotions?; What causal factors can be linked with the mobility patterns?; What amount of impact does turnover have upon Head Start Programs? The study was administered through the use of various questionnaires (Current Employee and Former Employee Questionnaires, Grantee Agency Project Data Questionnaire, and a Delegate Agency Project Data Questionnaire) and subsequent followup interviews. One-fourth of the document deals with the studies, findings, and recommendations, while one-half is devoted to four appendixes on glossary terms, questionnaires and study guides used, methodology used, a review of the literature concerning employee turnover, and detailed mobility rates for each Head Start organization. (BP)

ED 095 266 CE 001 792

Guide for Team Leaders in Technical Assistance Projects.

Agency for International Development (Dept. of State), Washington, D.C. Bureau for Technical Assistance.

Pub Date Jan 73

Note—106p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (Stock Number 4401-00036, $0.75)

EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE

Descriptors—Change Agents, Consultants, Cross Cultural Training, *International Programs, *Leaders Guides, Manpower Development, Program Development, Project Training Methods, *Team Training, *Technical Assistance, Trainers, Training, Training Objectives

The guide reflects the experience gained in over two decades of work with developers of institutions in less-developed countries and focuses on the leader of a team of experts under contract to an external assistance agency such as the Agency for Inrernational Development (AID). Discussing the role of the team leader as mainly that of technical assistance and institution-building, topics considered are: (1) a perspective on institution-building, dealing with institutional variables, linkages, and special problems; (2) the role and objectives of the team leader as advisor; (3) his role as manager of external resources, guidelines for a resource applications, and administrative responsibilities; (4) the selection, guidance, development, and evaluation of the team members and the team leader's off-the-job environment; (5) the external assistance agency and the host government, the home institution and communications; (6) the development of a successful training program; (7) the dimensions, framework, and resources for project evaluations; and (8) the preparation of team leaders and team members for their professional roles and problems of working and living abroad. A reference list and an appendix offering AID program documentation concludes the document. (MW)

ED 095 267 95 CE 001 793

Murphy, Patricia D. And Others

Consumer Education Curriculum Modules: A Spiral-Process Approach. Guide.

North Dakota State Univ., Fargo. Coll. of Home Economics.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Contract—OEC-0-72-4678

Note—83p.; For related documents, see CE 001 794-7

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 1780-01284, $17.75 for 5 volume set)

EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE

Descriptors—Adult Students, *Behavioral Objectives, *Consumer Education, *Course Content, Curriculum Development, *Curriculum Guides, High School Students, Performance Criteria, Resource Materials, *Spiral Curriculum

Identifiers—North Dakota

The introductory guide and the four related consumer education curriculum modules were developed by North Dakota State University in response to the U. S. Office of Education's request for materials to help learners function in their roles as consumers. The modules are adaptable to various content areas and for use with learners of varying abilities, ages (grades 9-14, adults; including elderly), and socioeconomic/cultural backgrounds. Designed with a process approach and a spiral organization, the modules will continue to remain useful regardless of changes in products, product standards, services, legislation, and regulations. Behavioral objectives and mastery of competencies are emphasized; inquiry, valuing, decision, and action have been identified as the primary processes for consumer competency. The introductory guide describes the development of the modules, field testing and revision, and adaptations for different groups. The included eight-page behavior inventory was developed to diagnose the level of the learner's behavior and attitudes. Approximately half of the document lists and describes the materials which the authors reviewed (curriculum guides, readings, periodicals and newsletters, evaluation guidelines, bibliographies, instructional units, learning packages, and teaching aids and materials) and offers additional sources of information. (EA)

ED 095 268 95 CE 001 794

Murphy, Patricia D. And Others

Consumer Education Curriculum Modules: A Spiral-Process Approach. 1. Inquiry Process.

North Dakota State Univ., Fargo. Coll. of Home Economics.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Contract—OEC-0-72-4678

Note—113p.; For related documents, see CE 001 793; CE 001 795-7

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 1780-01284, $17.75 for 5 volume set)

EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE

Descriptors—Adult Students, Behavioral Objectives, *Consumer Education, *Course Content, *Curriculum Guides, High School Students, *Inquiry Training, Performance Criteria, *Spiral Curriculum, Teaching Techniques

Identifiers—North Dakota

The Inquiry Process curriculum module is part of a consumer education series (grades 9-14, adults; including elderly) that emphasizes a process approach with a spiral organization. The process approach helps the student in a changing consumer world to function rationally and in a manner consistent with personal values, while the spiral organization emphasizes recurring experiences with the same basic processes as well as progressive process development and expansion. Eighteen pages of inquiry process assessment items are included for teachers to use for student pre-assessment and lesson planning. The inquiry module involves six objectives: (1) recognizing a problem, (2) considering tentative solutions (hypothesizing), (3) clarifying terms, (4) collecting data, (5) analyzing data, and (6) applying a conclusion to new situations. A section in the guide is devoted to each of these six objectives and clarifies the objectives and and consumer competency with sample teacher-learner dialogue that includes both suggested teacher response and possible learner response. Teachers may decide to administer a post-assessment which is identical to the pre-assessment. (EA)

ED 095 269 95 CE 001 795

Murphy, Patricia D. And Others

Consumer Education Curriculum Modules: A Spiral-Process Approach. 2. Valuing Process.

North Dakota State Univ., Fargo. Coll. of Home Economics.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Contract—OEC-0-72-4678

Note—120p.; For related documents, see CE 001 793-4; CE 001 796-7

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 1780-01284, $17.75 for 5 volume set)

EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE

Descriptors—Adult Students, Behavioral Objectives, *Consumer Education, *Course Content, *Curriculum Guides, High School Students, Performance Criteria, *Spiral Curriculum, Teaching Techniques, *Values

Identifiers—North Dakota

The Valuing Process curriculum module is part of a consumer education series (grades 9-14; adults, including elderly) that emphasizes a process approach with a spiral organization. The process approach helps the student in a changing consumer world to function rationally and in a manner consistent with personal values, while the spiral organization emphasizes recurring experiences with the same basic processes as well as progressive process development and expansion. Fourteen pages of valuing process assessment items are included for teachers to use for student pre-assessment and lesson planning. The valuing process module involves six objectives: (1) recognizing value components, (2) considering value-relevant behavior, (3) clarifying values exemplified, (4) hypothesizing about value sources, (5) analyzing value alternatives, and (6) examining value preferences. A section in the guide is devoted to each of these six objectives and clarifies the objectives and consumer competency with sample teacher-learner dialogue that in-

cludes both suggested teacher response and possible learner response. Teachers may decide to administer a post-assessment which is identical to the pre-assessment. (EA)

ED 095 270 95 CE 001 796
Murphy, Patricia D. And Others
Consumer Education Curriculum Modules: A Spiral-Process Approach. 3. Decision Process.
North Dakota State Univ., Fargo. Coll. of Home Economics.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 74
Contract—OEC-0-72-4678
Note—113p.; For related documents, see CE 001 793-5; CE 001 797
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 1780-01284, $17.75 for 5 volume set)
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—Adult Students, Behavioral Objectives, *Consumer Education, *Course Content, *Curriculum Guides, *Decision Making, High School Students, Performance Criteria, *Spiral Curriculum, Teaching Techniques
Identifiers—North Dakota
The Decision Process curriculum module is part of a consumer education series (grades 9-14; adults, including elderly) that emphasizes a process approach with a spiral organization. The process approach helps the student in a changing consumer world to function rationally and in a manner consistent with personal values, while the spiral organization emphasizes recurring experiences with the same basic processes as well as progressive process development and expansion. Eight pages of decision process assessment items are included for teachers to use for student pre-assessment and lesson planning. The decision process module involves six objectives: (1) recognizing a decision-problem, (2) considering alternatives, (3) clarifying alternatives, (4) predicting consequences, (5) analyzing alternatives, and (6) ordering alternatives. A section in the guide is devoted to each of these six objectives and clarifies the objectives and consumer competency with sample teacher-learner dialogue that includes both suggested teacher response and possible learner response. Teachers may decide to administer a post-assessment which is identical to the pre-assessment. (EA)

ED 095 271 95 CE 001 797
Murphy, Patricia D. And Others
Consumer Education Curriculum Modules: A Spiral-Process Approach. 4. Action Process.
North Dakota State Univ., Fargo. Coll. of Home Economics.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 74
Contract—OEC-0-72-4678
Note—120p.; For related documents, see CE 001 793-6
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 1780-01284, $17.75 for 5 volume set)
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—Adult Students, Behavioral Objectives, *Consumer Education, *Course Content, *Curriculum Guides, High School Students, Performance Criteria, *Spiral Curriculum, Teaching Techniques
Identifiers—*Action Process, North Dakota
The Action Process curriculum module is part of a consumer education series (grades 9-14; adults, including elderly) that emphasizes a process approach with a spiral organization. The process approach helps the student in a changing consumer world to function rationally and in a manner consistent with personal values, while the spiral organization emphasizes recurring experiences with the same basic processes as well as progressive process development and expansion. Seven pages of action process assessment items are included for teachers to use for student pre-assessment and lesson planning. The action process module involves six objectives: (1) recognizing issues, (2) considering evidence and alternative actions, (3) clarifying consumer actions, (4) organizing evidence and selecting actions, (5) analyzing actions and accepting consequences, and (6) initiating and evaluating action. A section in the guide is devoted to each of these six objectives and clarifies the objectives and consumer competency with sample teacher-learner dialogue that includes both suggested teacher response and possible learner response. Teachers may decide to administer a post-assessment which is identical to the pre-assessment. (EA)

ED 095 272 CE 001 801
Hoyt, Kenneth B. And Others
Career Education and the Elementary School Teacher.
Pub Date 73
Note—204p.
Available from—Olympus Publishing Company, 937 East 9th Street, Salt Lake City, Utah 84105 (cloth, ISBN 0-913420-05-0, $6.95; paper, ISBN 0-913420-06-9, $4.95)
Document Not Available from EDRS.
Descriptors—Academic Education, Administrator Guides, *Career Education, Concept Teaching, Curriculum Development, Educational Innovation, Educational Methods, Educational Philosophy, *Elementary Grades, Inservice Teacher Education, *Interdisciplinary Approach, Learning Activities, School Community Cooperation, Teacher Education, Teacher Motivation, *Teaching Guides
Identifiers—*Career Awareness
The book is designed to help elementary school teachers and administrators understand precepts underlying career education and to give concrete guides for including career education concepts in the daily classroom experience. The first chapter provides background information on career education, its basic premise, promises, and problems; the second relates elementary school objectives to career education, comparing routes to academic learning through career awareness to the traditional approach, and outlines a career awareness experience for kindergarten and each of the first six grades. Chapter Three relates career development to human development; Chapter Four offers methodology for linking school, community, and labor market in dozens of concrete examples. Parental attitudes and involvement are discussed in the fifth chapter, as well as the home and family component of the educational program. Approaches to preservice and in-service teacher training are surveyed and commented on in Chapter Six, and formats are offered for planning and evaluating inservice programs. The final chapter addresses teacher concerns about career education and suggests strategies for extending endorsements of the concept. Each chapter is followed by suggestions for further reading. (AJ)

ED 095 273 CE 001 804
Schwartz, Felice N. And Others
How to Go to Work When Your Husband Is Against It, Your Children Aren't Old Enough, and There's Nothing You Can Do Anyhow.
Pub Date 72
Note—350p.
Available from—Simon and Schuster, Rockefeller Center, 630 Fifth Avenue, New York, N. Y. 10020 ($2.95)
Document Not Available from EDRS.
Descriptors—Adult Characteristics, Adult Development, Adult Leaders, Career Choice, *Career Planning, Employer Attitudes, Employers, *Employment Opportunities, Females, Job Market, Manpower Needs, Occupational Aspiration, *Occupational Information, Organizational Development, Part Time Jobs, *Personnel Selection, Work Attitudes, Working Hours, Working Parents, *Working Women
Written both for the college-educated housewife who, through reading and community work, has kept her mind alert and who now seeks challenging employment suitable to her education, and for the employer who is seeking dedicated, enthusiastic personnel with growth potential, the book encourages adoption of new employment patterns of flexible work scheduling emphasizing the work to be done rather than the hours to be filled. The book instructs women in analyzing their strengths and potential, examines the realities of working, explains the importance of a professional attitude; it helps women assess the job market in terms of interests and abilities and to select the appropriate career; and it offers practical advice on finding and securing a specific job. A guide to 52 occupations from accountant actuary, and advertiser to urban planner, vocational counselor, and writer comprises more than half the book. Each of the occupations is described, and training and experience requirements listed; earnings, manpower needs, and special aptitudes are discussed; the part-time possibilities are explored, an address is given for additional information, as well as titles of recommended reading material. (AJ)

ED 095 274 CE 001 822
Loring, Rosalind Wells, Theodora
Breakthrough: Women Into Management.
Pub Date 72
Note—213p.
Available from—Van Nostrand Reinhold Company, 450 West 33rd Street, New York, N. Y. 10001 ($3.95)
Document Not Available from EDRS.
Descriptors—Career Ladders, Discriminatory Legislation, *Equal Opportunities (Jobs), *Feminism, Life Style, *Managerial Occupations, Marital Status, Organizational Change, Recruitment, Sex Discrimination, Social Change, *Working Women
Identifiers—*Higher Management Positions
The book focuses on the many factors involved in recruiting, employing, training, and advancing more women into higher management positions. It is a timely book as employers are pressured by recent legislation requiring equal treatment of women and men and by timetables to work more women into management. The authors deal with actual and proposed changes and explain how and why various practices are out-of-date, as well as providing guidelines for fresh direction. Legal, social, and economic factors are traced; excerpts are included from Revised Order 4 for Federal contractors as a model for changes in practices as related to: affirmative action officers, college/university recruitment, placement agencies, assessment centers, awareness training, sponsorship, promotion, and job policies. One chapter describes the managerial climate while another deals with the societal expectations of women and men in their sex/marital/work roles. A chapter entitled "Managers, Marriages, and Mates" assesses traditional and changing marriage patterns and how these have been and will be reflected in corporate practices and organizational policies. Three concluding chapters cover the relating of men and women on a level of "-person" relating, an unconventional commentary to conventional mythology, and predictions of new patterns as perceived by the authors. (EA)

ED 095 275 95 CE 001 823
Zinn, Lorraine M., Ed.
Supplementary Bibliography of Literature Pertinent to Adult Basic Education Staff Development.
Missouri Univ., Kansas City. Center for Resource Development in Adult Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.
Pub Date Apr 74
Grant—OEG-0-73-5213
Note—12p.; Supplements 1972 Review of Literature, ED 065 787
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Adult Basic Education, *Adult Education, *Adult Educators, *Bibliographies, Staff Improvement, *Teacher Education, Teacher Educators
An update of the annotated bibliographic listings presented in an earlier document, Review of Literature, this bibliography lists literature, reports, and resources brought to the attention of the Center for Resource Development in Adult Education since June 1972. It offers 122 bibliographic listings directed to the needs of adult educators and teacher trainers. All references are made in standard bibliographic format and, unless otherwise indicated, are available from ERIC Document Reproduction Service. Excluded from the listing are commercially published books and dissertation abstracts. Some periodical articles have been included to facilitate locating them. (Author/MW)

ED 095 276 CE 001 824
Hall, Robert E.
Exploratory Empirical Research on the Pathology of Secondary Labor Markets. Why Is the Unemployment Rate So High at Full Employment?; Prospects for Shifting the Phillips Curve Through Manpower Policy.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Pub Date [71]
Note—88p.
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—Business Cycles, Economic Research, *Employment Patterns, Employment Programs, Employment Projections, Employment Statistics, Employment Trends, Federal Programs, Job Market, *Labor Economics, Labor Legislation, *Labor Market, Labor Turnover, *Manpower Utilization, Occupational Surveys, Public Policy, Statistical Data, Subemployment, *Unemployment

The collection of three documents offers a two-page summary of research conducted in 1970 and the two resulting papers. Most of the work involved the preparation and analysis of data from the Survey of Economic Opportunity. The first paper, Why is the Unemployment Rate So High at Full Employment? examines the nature of the unemployment that remains even when aggregate demand is strong. A basic theme is that the Keynesian dichotomy between frictional and involuntary unemployment is not a very useful way to look at the problem of unemployment at full employment. The main part of the paper is devoted to an empirical study of data on workers who were unemployed at some time in 1966. The implication of various alternative hypotheses about unemployment are tested. Other research results together with subsequent research are reported in the second paper, Prospects for Shifting the Phillips Curve through Manpower Policy. The paper examines a variety of alternative manpower policies and attempts to make a quantitative appraisal of their effects on the trade off between inflation and unemployment. The paper surveys criticaly existing and proposal federal programs of all three kinds and concludes that only a relatively small shift in the Phillips Curve could be achieved through programs that are politically feasible. (Author)

ED 095 277 CE 001 825
Ruud, Josephine B. Hall, Olive A.
Adult Education for Home and Family Life.
Pub Date 74
Note—249p.
Available from—John Wiley and Sons, Inc., 605 Third Avenue, New York, N. Y. 10016 ($9.95)
Document Not Available from EDRS.
Descriptors—Adult Characteristics, Adult Development, *Adult Education, *Adult Educators, Adult Learning, Community Agencies (Public), Community Characteristics, Community Organizations, Disadvantaged Groups, *Family Life Education, Group Behavior, Group Dynamics, Group Instruction, Instructional Media, Program Development, *Program Planning, *Teacher Education, Teaching Methods, Textbooks

The book is intended for college seniors and graduate students seeking an understanding of adult education and for practitioners who are conducting some aspect of an adult program. Its focus is on education for home and family life, one of the important objectives of adult education. Part One introduces the nature of adult education, giving particular emphasis to understanding the needs and interests of the audience with whom the educator works. Basic principles of successful program planning are developed in Part Two, followed by the suggested adaptations for specific target audiences, such as low-income families, parents, women, and senior citizens, in Part Three. A major factor in successful programs is the involvement of the participants; many of the ways to achieve this involvement are presented in Part Four. Special emphasis is on developing in the adult educator an understanding of adult psychology, community organization and group behavior. (Author/AJ)

ED 095 278 95 CE 001 826
Walker, Yvonne Kimmons And Others
Evaluation of the Availability and Effectiveness of MDTA Institutional Training and Employment Services for Women: Final Report.
Battle (Mark) Associates, Inc.; Exotech Systems, Inc., Falls Church, Va.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Pub Date [74]
Contract—OEC-0-73-0815
Note—79p.; For related documents, see CE 001 827 and CE 001 828
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—Adult Education, Adult Programs, Data Analysis, Educational Assessment, Employment Opportunities, Employment Patterns, Employment Statistics, *Equal Opportunities (Jobs), Institutional Role, Job Training, *Manpower Development, Occupational Guidance, *Sex Discrimination, Subemployment, *Trainees, Vocational Training Centers, *Womens Education, Working Women

The document represents the concluding phase of a two-part study analyzing data to determine the impact of institutional training on women. It is an exploratory data collection effort to assess factors which appear to affect the performance of women during institutional training in 12 sites. Skills center staff and employment service personnel were interviewed. Questionnaires were administered to a sample of students attending classes at the time of the field review, and data were also collected from records of a sample of previous enrollees, to provide information on enrollee characteristics, completion, and placement rates. Data collected point up major findings concerning women in manpower programs. (1) Female trainees are generally being trained in the same occupation as that of their last full-time job. (2) There is little enrollment of trainees in courses traditionally reserved for the opposite sex. (3) Manpower training for women is directed primarily toward upgrading previously acquired skills and affords few opportunities for training in alternative occupations. (4) There is evidence of stereotyping in training placement of female enrollees--by both personnel and trainees themselves. Other relative findings show lower average wages and narrower ranges of training choices for women. A four-page summary of the complete MDTA project has been included. (MW)

ED 095 279 95 CE 001 827
Walker, Yvonne Kimmons And Others
Evaluation of the Availability and Effectiveness of MDTA Institutional Training and Employment Services for Women: Reanalysis of the MDTA Outcomes Study.
Battle (Mark) Associates, Inc.; Exotech Systems, Inc., Falls Church, Va.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Pub Date [74]
Contract—OEC-0-73-0815
Note—123p.; For related documents, see CE 001 826 and 828
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—Adult Programs, Comparative Analysis, *Educational Assessment, Employment Patterns, *Employment Statistics, Equal Opportunities (Jobs), Institutional Role, Job Development, Job Training, *Manpower Development, Program Evaluation, *Sex Discrimination, Tables (Data), Trainees, Vocational Education, Vocational Training Centers, Womens Education, *Working Women

The document represents an integral part of a study undertaken as an evaluation of the impact of institutional training on women. The re-analysis of data for the Manpower Development Training Act (MDTA) Outcome Study, using measures such as job placement, length of training, post-training income, and the completion of training, indicates that in some ways the MDTA training has been at least as successful for women as men. These ways include: (1) females were more likely than males to use their acquired training in post-training employment (females-62 percent, males-39 percent), (2) females experienced highest incremental earnings across all training periods and occupational categories (females-$968, males-$692), (3) more female trainees (39 percent) than male trainees (32 percent) felt that MDTA training helped them get a job. In the following areas of the traiing program women did not fare as well: (1) a larger percentage of females (15 percent) than males (9 percent) were found to have reported no post-training earnings, and (2) females showed a lower correlation than males between months in training and large salary increases. (MW)

ED 095 280 95 CE 001 828
Walker, Yvonne And Others
Evaluation of the Availability and Effectiveness of MDTA Institutional Training and Employment Services for Women: A Review of the Literature.
Battle (Mark) Associates, Inc.; Exotech Systems, Inc., Falls Church, Va.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Pub Date [74]
Contract—OEC-0-73-0815
Note—112p.; For related documents, see CE 001 826 and 827
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—Adult Education, Employment Opportunities, Employment Statistics, *Equal Opportunities (Jobs), Job Development, Labor Legislation, Labor Problems, *Literature Reviews, Manpower Development, Manpower Needs, *Sex Discrimination, Subemployment, Training, Vocational Education, *Womens Education, *Working Women

The literature review represents an initial segment of a study providing a comprehensive analysis of available data to determine the impact of institutional training on women. The literature review concerned secondary data sources such as national labor force statistics and government data relating to women as enrollees in manpower programs. Pertinent findings reflecting the analysis of previous studies in terms of women include: (1) emphasis appeared to be placed on training for women in high demand occupations, i.e., those with high turnover rates, (2) female trainees were seriously hampered by the lack of counseling, supportive services and flexible training schedules, (3) male trainees had more job alternatives available to them and were therefore less dependent on the training program. Three major sections of the document deal with: (1) labor force status, programs, and problems of women, (2) analysis of Manpower Development Training Act (MDTA) and other evaluation studies, and (3) interviews with Federal officials. Appendixes offer a questionnaire for Federal interviews, recommendations to address MDTA internal and external problem areas, and an eight-page bibliography. (MW)

ED 095 281 CE 001 829
Building Industries Occupations: Syllabus.
New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.; New York Univ., N.Y.
Pub Date 73
Note—125p.; Reprinted 1973
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—*Building Trades, *Course Content, Course Objectives, *Curriculum Guides, Instructional Materials, Objectives, *Performance Based Education, Teaching Guides, *Trade and Industrial Education, Units of Study (Subject Fields)

The Building Industries Occupations course is a two-year program of approximately 160 three-period teaching days per year. The required course content is designed to be effectively taught in 80 percent of the total course time, thus allowing 20 percent of the time for instruction adapted to such local conditions as employment prospects, student ability and motivation, and physical plant characteristics. Each unit is subdivided by the following trade area units: site work/carpentry (40 percent), masonry (12 percent), electricity (15 percent), plumbing (10 percent), heating (12 percent), air conditioner installation (3 percent), and painting/decorating (8 percent). The area units contain a suggested average time to be devoted to learning experiences, a content outline, performance objectives, and additional information for the teacher. The final pages contain a resource list of texts and references, films, filmstrips and transparencies organized by trade area, and a directory of sources of these materials. (BP)

ED 095 282 CE 001 830
Career Education Resource Materials.
New York State Education Dept., Albany. Div. of Occupational Education Instruction.
Pub Date Sep 73
Note—224p.

EDRS Price MF-$0.75 HC-$10.20 PLUS POSTAGE
Descriptors—*Career Education, Elementary Grades, *Occupational Clusters, *Resource Materials, Secondary Grades, Units of Study (Subject Fields)

The learning materials identified in this resource guide are intended for teachers who are concerned with career education. A listing of the principal careers in each of the 15 occupational clusters is provided in the initial pages of the guide, based upon "An Analysis of Fifteen Occupational Clusters Identified by the U. S. Office of Education." The occupational cluster categories are: agri-business and natural resources; business and office; communications and media; construction; consumer and homemaking education; environment; fine arts and humanities; health; hospitality and recreation, manufacturing; marine science; marketing and distribution; personal service; public services; transportation; and an overview. The media identified include books, films, filmstrips, records, slides, and pamphlets and are descriptive of careers in general and also of particular occupations. They are grouped under three headings: elementary, secondary, and teacher references. The descriptive statements often provide additional hints as to the learning level of the particular resources. The suggested grade level and other information were prepared on the basis of catalog descriptions. The source of each item is indicated by a number which refers to an alphabetical list of the 312 sources. (BP)

ED 095 283 CE 001 831
Entin, Elliot E. Nosin, Jerry
Performance of Prisoners in Two Kinds of Contingency Paths.
Pub Date 15 Apr 74
Note—9p.; Paper presented at the American Educational Research Association, (Chicago, Illinois, April 15-19, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Academic Achievement, Academic Failure, *Failure Factors, Motivation, *Performance Factors, *Prisoners, *Success Factors

In a one try at success condition, prisoners high in an Achievement-low in test anxiety (HL) performed significantly better than those low in n Achievement-high in test anxiety (LH) in a noncontingent but not a contingent path. These results are consistent with previous findings involving prisoners and at variance with results derived from students. Under the two tries at success condition, HL's performed significantly better than LH's in a contingent but not a noncontingent path and hence are more in line with results obtained from students. The hypothesis that prisoners behave as if they were failure threatened is explored. (Author)

ED 095 284 CE 001 832
Labor and the Schools.
American Federation of Labor and Congress of Industrial Organizations, Washington, D.C.
Pub Date 25 Sep 73
Note—68p.; Report of the National Planning Conference on Labor and the Schools (September 25-27, 1973, Washington, D. C.)
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Change Strategies, Conference Reports, Consumer Economics, Curriculum Enrichment, *Economic Education, Educational Accountability, *Educational Change, *Educational Needs, Educational Objectives, Labor Demands, *Labor Education, *Labor Unions, Speeches

Recent studies confirm that organized labor's role in society does not get fair treatment in the social studies and American history courses of the nation's schools. The report covers the first stage of AFL-CIO efforts in dealing with this problem, bringing together concerned persons in labor and education. Following the opening of the conference by Walter G. Davis and John A. Sessions, Nat Goldfinger and Moe Frankel discuss economic literacy problems in two addresses under the heading of "Labor and Economic Education." Making up a major portion of the report, "The New York Experience" offers an examination of three specific examples of labor activity in developing K-12 teacher resource materials in the New York City school systems. It includes excerpts of speeches by Albert Shanker, Carl Golden, Irving Sloan, George Wessel, and Samuel Sackman. "The Youngstown Experience" describes that community's initiative in attempting to correct imbalances in the treatment of labor in elementary and secondary school curriculum, with speeches by Al Shipka and Marcella Crann. Concluding that objective programs and a more balanced involvement of business and labor in education are needed, specific recommendations are set forth. An appendix offering a selective book list for young adults and children concludes the report. (MW)

ED 095 285 CE 001 833
Cayton, Paul W. Brewer, Norma B.
Individualized Reading Instructional System (IRIS).
Rehabilitation Research Foundation, Montgomery, Ala.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Report No—DLMA-21-01-73-38-2
Pub Date Aug 73
Note—288p.
Available from—National Technical Information Service, Springfield, Virginia 22151 ($3.00)
EDRS Price MF-$0.75 HC-$13.80 PLUS POSTAGE
Descriptors—*Adult Reading Programs, Autoinstructional Aids, *Basic Reading, Individualized Programs, *Individualized Reading, Learning Laboratories, Programed Instruction, Reading Development, *Reading Instruction, Reading Skills, *Sequential Reading Programs

The guide to Individualized Reading Instructional System (IRIS) provides information helpful in establishing, operating, and maintaining a reading instructional program meeting adult basic education needs. IRIS systematizes the use of commercially published reading instructional materials for self-pacing, individualized, or independent learning. It consists of six modularized instructional tracks, beginning with reading readiness and progressing to the seventh grade level and above. The student is placed in an appropriate reading track where he can experience success before moving into more challenging modules of instruction. Most of the programmed instructional material is reusable and only two types of machines are required--the cassette player and the card reader. One reading manager can manage one instructional lab accommodating approximately 15 students of varying ability levels. The system is oriented to adults, but may be used by other age groups, It can be used in most basic skill programs, particularly in conjunction with programs of adult basic education, correctional education, vocational-technical basic education, and manpower training. (Author/MW)

ED 095 286 CE 001 834
Sanford, W. Lee
Progress Report on Phase IV: March through June, 1973.
Rehabilitation Research Foundation, Montgomery, Ala.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Report No—DLMA-21-01-73-38-1
Pub Date 15 Jul 73
Note—74p.
Available from—National Technical Information Service, Springfield, Virginia 22151 ($3.00)
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*Behavior Change, Community Involvement, Cooperative Programs, *Correctional Education, Corrective Institutions, *Delinquent Rehabilitation, Information Dissemination, Institutionalized (Persons), Probationary Period, *Program Evaluation, Rehabilitation Programs, Vocational Adjustment, Vocational Rehabilitation, Work Experience Programs
Identifiers—Alabama, *Work Release Programs

The preliminary work on three main projects is reported on, covering the period between March and June, 1973. The projects are: (1) development of an institutional behavioral management regimen for incarcerated male youths between the ages of 15 and 18 at the Alabama Industrial School at Mount Meigs, Alabama; (2) development of a community-based manpower model for youthful and young adult offenders (16 years of age and older) at the Experimental Manpower Laboratory for Corrections (EMLC) site on the campus of the University of Alabama in Tuscaloosa; and (3) the evaluation of Alabama's state-wide work release program. The report also includes a 12-page utilization report covering projects completed, products in progress, product distribution and other utilization efforts and directions. A brief summary statement discusses highlights of progress made in the Mount Meigs and Tuscaloosa projects. A 21-page appendix offers an opinion survey form, a classroom observation rating form, and a six- and twelve-month follow-up form for discharging Alabama Industrial School students. (Author/MW)

ED 095 287 CE 001 835
Transportation Facilitation Education Program: A Handbook for Transportation and Distribution. Part III. Final Report.
Oregon Univ., Eugene. Coll. of Business Administration.
Spons Agency—Office of the Assistant Secretary for Environment, Safety, and Consumer Affairs (DOT), Washington, D.C.
Report No—DOT-OS-00063-A
Pub Date Mar 71
Note—360p.
EDRS Price MF-$0.75 HC-$17.40 PLUS POSTAGE
Descriptors—Administrative Agencies, Airports, Business, *Delivery Systems, Exports, Federal Government, Foreign Policy, Foreign Relations, International Law, *International Trade Vocabulary, Producer Services, Rail Transportation, *Service Vehicles, *Transportation

The handbook accents the nature of transportation and related domestic and international business activities. Its objective is to provide basic information for the newcomer to the field. Chapters 2 and 3 describe assistance available from public and private agencies, as well as regulatory requirements for foreign traders and a resume of the primary functions and responsibilities of those regulatory bodies encountered by foreign traders. Chapters 4, 5, and 6 incorporate essential guidelines regarding methods of payment, risk coverage and documentation for international trade transactions. Encompassed in chapters 7, 8, and 9 are protective requirements, identification, and warehousing of commodities. Special attention has been given to containerization and its relationship to transportation. Chapters 10, 11, and 12 discuss transportation modes, ports and airports in regard to services and connected functions, and the services of freight forwarders and customshouse brokers. One third of the document consists of appendixes. Include are: (1) Revised American Foreign Trade Definitions-1941, (2) Uniform Customs and Practice for Documentary Credits 1962 Revision--International Chamber of Commerce Brochure No. 222, and (3) Selected Bibliography. (Author/MW)

ED 095 288 CE 001 836
Government Bill on State Cultural Policy (1974:28).
Ministry of Education and Cultural Affairs, Stockholm (Sweden).
Pub Date Apr 74
Note—9p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Cultural Activities, Cultural Centers, Cultural Enrichment, *Culture, *Financial Support, Fine Arts, Foreign Countries, *Legislation, National Programs, Policy Formation
Identifiers—*Sweden

The Minister of Education and Cultural Affairs presented to the Swedish Parliament a bill on the State cultural policy. In this bill there is given for the first time an overall view of the engagements of the State within the cultural field. It presents proposals for the eight goals of State cultural policy. It also contains a large number of concrete proposals for reforms, which consitute the first stage in a three-year plan for the development of cultural policy measures. The new reform proposals are: assistance to amateur activities, grants to cultural programs of cultural associations, increased support for free professional groups, clearer division of responsibilities within the cultural institutions, stimulation of the regional work of theatrical and musical institutions, a stronger status for the preservation of the cultural heritage, new organization for certain museums, increased support to people's parks and

people's houses, a State cultural council to be established, and a three-year plan for State financial contributions. The bill is based on proposals from the Swedish National Council for Cultural Affairs and the 1965 Commission on Museums and Exhibitions. (BP)

ED 095 289 CE 001 837
Lester, Stephen H. And Others
Some Opinions of Selected Senior 4-H Members and Extension Agents Regarding Tennessee Camps and Conferences.
Tennessee Univ., Knoxville. Agricultural Extension Service.
Report No—ES-50
Pub Date Jan 74
Note—21p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Conferences, *Extension Agents, Participant Characteristics, Questionnaires, *Research, *Youth Programs
Identifiers—*Four H Club Members, Tennessee
The overall purpose of this study was to identify strengths and weaknesses of the present 4-H camp and conference programs. A total of 273 4-H members who attended the 1973 Tennessee State 4-H Congress and a total of 160 4-H agents responded to a mail questionnaire designed to probe members and agent preferences and expectations regarding camps and conferences. The specific objectives of the study with the major related findings were discussed in detail. (BP)

ED 095 290 CE 001 838
Gran, James R.
A Four-Year Follow-Up Study of the Fifty-Eight Graduates--Class of "70" of the Jackson County [Iowa] Adult Evening High School Completion Program.
Jackson County Adult Evening High School Program, Maquoketa, Iowa.
Pub Date May 74
Note—67p.; For related documents, see ED 029 222, ED 049 443, ED 049 450, ED 047 260, ED 060 425, ED 062 620, ED 074 326, ED 074 348, and ED 076 885. Marginal legibility on some pages due to quality of original copy
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*Adult Education Programs, Age, Class Attitudes, Educational Benefits, Evening Classes, Females, *Followup Studies, *Graduate Surveys, Males, Marital Status, Occupational Information, Opinions, Participant Characteristics, Post Secondary Education, *Program Evaluation, *Questionnaires, Social Opportunities, Tables (Data)
Identifiers—Financial Benefits, *Jackson County Iowa, Sex
This 4-year followup study of graduates of the Jackson County Adult Evening School Completion Program is the fourth 4-year study to be completed. The study attempted to measure the benefits received by the 1970 graduates in the educational, social, and financial areas. General information was obtained from a questionnaire that required information on the participants' age, sex, residence, marital and family status, job changes and promotions, kinds of additional training received, improved social and personal attitudes, and the program's effectiveness for each individual. Twenty-six tables show the relevant findings of the questionnaire, and conclusions related to questionnaire items are listed. Recommendations based on this and earlier studies of the adult graduates are proposed for consideration in other adult education programs, and four exhibits (sample of the Four-Year Follow-up Questionnaire, and copies of the letters received by the participants) are included. (BP)

ED 095 291 CE 001 839
Wing, Ronald W. Rubin, Alvin E.
Business Organization and Management Syllabus.
New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.
Pub Date 74
Note—110p.
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—Business Administration, *Business Education, Business Skills, *Business Subjects, Course Content, *Curriculum Guides, Departmental Teaching Plans, Economics, Instructional Materials, Management Development, *Management Education, Secondary Grades, *Teaching Guides, Vocational Education
A large proportion of American men and women are in occupations which involve business management. The syllabus gives the classroom teacher and school administrator a complete course outline with correlated teaching suggestions in addition to suggested projects and sources for a management library. Chapters 1, 2, and 3 offer general information concerning course objectives and organization, administrative considerations, and instructional priorities and strategies. The body of the text is devoted to course content offering a detailed outline of content and teaching suggestions in the following sub-categories: (1) introduction, (2) organization of business, (3) human resources, (4) financial management, (5) manufacturing function, (6) market management, (7) decision and policy making, and (8) educational and vocational guidance. Specific suggestions and resource materials are offered for related projects. The final section provides a cross section of reference materials for both student and teacher and a guide to sources of educational materials. (MW)

ED 095 292 CE 001 840
Kupel, Claudia
Follow-Up Study of Graduates of the Medical Laboratory Technician Program.
Western Wisconsin Technical Inst., La Crosse.
Pub Date May 74
Note—30p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Followup Studies, Geographic Distribution, *Health Occupations Education, Job Satisfaction, *Medical Technologists, *Program Evaluation, Questionnaires, Tables (Data), Task Analysis
Identifiers—*Medical Laboratory Technicians
A follow-up study to discover to what extent the education provided by the Medical Laboratory Technician program at Western Wisconsin Technical Institute has benefited the graduates and their employers was conducted. It was determined that 17 of the first 22 graduates were working successfully as medical laboratory technicians in eight states; nine graduates were employed in Wisconsin. Responses to questionnaires obtained from 20 graduates and 15 employers indicated the program is meeting the needs of both groups with a high degree of success. Both groups also indicated skills and knowledge learned are being used in the graduates' current employment. Professional advancement potential of graduates was rated by employers between average and excellent. Graduates indicated satisfaction with their chosen profession. (Data tables and the questionnaires are included.) (AG)

ED 095 293 CE 001 841
Ruina, Edith, Ed.
Women in Science and Technology.
Massachusetts Inst. of Tech., Cambridge.
Spons Agency—Alfred P. Sloan Foundation, New York, N.Y.; Carnegie Corp. of New York, N.Y.; General Electric Foundation, Ossining, N.Y.
Pub Date May 73
Note—43p.; A Report on the Workshop on Women in Science and Technology (Massachusetts Institute of Technology, May 21-23, 1973)
Available from—Room 10-140, Workshop on Women in Science and Technology, Massachusetts Institute of Technology, Cambridge, Massachusetts 02139 ($2.00)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Adult Education, *Career Planning, Counseling Programs, Employer Attitudes, Employment, Females, Labor Force, School Industry Relationship, *Science Careers, Secondary Schools, *Technology, *Womens Education, *Working Women, Workshops
The ultimate aim of the Workshop on Women in Science and Technology was to stimulate parents and daughters to explore technical and scientific careers. Approximately 100 men and women from diverse organizations (industry, governmental agencies, non-profit institutions, Federal and State agencies, public schools, special vocational schools, advisory committees, women's organizations, and universities) attended the forum. The focus of the program was primarily on secondary schools and employing institutions in that they seemed most directly related to women's occupational decisions and opportunities. The employer's contribution to the supply of women in technical and scientific occupations was perceived as the attraction and retention of women employees and communication and interaction with educational and other institutions. Participants emphasized that the secondary schools' objectives are not and should not be limited to occupational preparation; students need to become aware of manpower projections, demographic factors, combining family/work roles, women in the labor force, and continuing education. Specific suggestions are directed to school administrators, teachers, counselors, parents, and peer groups. The report includes a summary of the remarks of workshop speakers representing the areas of: employment (management viewpoint), labor force, education, and psychology and counseling. (EA)

ED 095 294 CE 001 844
Haberman, Don, Ed. Crabtree, Jacquelyn, Ed.
Samples of Career Education K-6. Units in Health, Science, Mathematics, Language Arts, Social Studies.
Pottawattamie County School System, Council Bluffs, Iowa.
Pub Date 17 Mar 72
Note—112p.; Forty-six pages of pictures removed as they will not reproduce
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—*Career Education, Elementary Grades, Instructional Materials, *Integrated Activities, Interdisciplinary Approach, *Resource Materials, Teacher Developed Materials
Identifiers—Iowa
In this document, developed by teachers during two career education workshops, are varied ideas on ways that career education can be integrated into subject matter areas in the elementary grades. Emphasis is placed on the use of local business as resources both for learning experiences in subject areas and for career awareness experiences. Classroom, field experiences, and sources of material for further study are all included. Mathematics experiences are illustrated with reference to work in a service station, a nursery, a bakery, and a department store. Jobs requiring skill in the mathematics, language arts, and health and science areas are listed. A short section discusses ideas for implementing career education in the elementary school. (SA)

ED 095 295 CE 001 845
Man and Nature Work Together to Achieve Balance and Beauty.
Huntsville City Schools, Ala.
Note—43p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Agribusiness, Behavioral Objectives, *Career Education, Conservation Education, Environmental Education, Grade 7, *Integrated Activities, *Interdisciplinary Approach, Occupational Clusters, Resource Materials, Units of Study (Subject Fields), *Vocational Development
Identifiers—*Career Awareness
This document is part of an interdisciplinary career education program for seventh level students. Two major occupational clusters, environmental control occupations and agribusiness and national resources occupations are covered. Each of the 12 modules presented is self-contained, and integrates career information and education with various activities in the areas of English, math, science, and social studies. For each module a rationale, general objective, materials list, behavioral objectives, activities, and a pre and post test is included. (JC)

ED 095 296 CE 001 846
Wenrich, Ralph C. Wenrich, J. William
Leadership in Administration of Vocational and Technical Education.
Pub Date 74
Note—291p.
Available from—Charles E. Merrill Publishing Co., Columbus, Ohio 43216 ($11.95)
Document Not Available from EDRS.
Descriptors—Accountability, Career Education, Curriculum Planning, Decision Making, Educational Administration, Educational Policy, Employment, Evaluation, Instruction, *Leadership, Physical Facilities, Policy Formation, Program Planning, Student Development, Supervision, *Technical Education, *Vocational Education

A volume in the Merrill Series in Career Programs, this book is an attempt to analyze and interpret changes in vocational and technical education and the public attitude toward it, and to suggest ways in which administrators might use this information in planning and operating programs that prepare youth and adults for employment and help to maintain employability. In Part One, particular emphasis is given to the classic relationship issues regarding: general education and specialized education; liberal arts and vocational education; practical arts; occupational preparation; the emerging career education model, which culminates in vocational education; policy-making process. Part Two provides an overview of administrative theory and deals with key subjects of organization, leadership, and decision-making and their relationship to institutions providing specialized occupational education. Part Three examines administrative structures and functions for delivery of vocational education from the point of view of specific problems likely to be encountered by vocational education administrators. The concluding section deals with some of the critical issues in administration of vocational and technical education which remain to be solved. (Author/EA)

ED 095 297 95 CE 001 849

Guidelines for Industrial Arts in Career Education: Implications for Curriculum Development and Program Implementation.

Pittsburgh Univ., Pa. Dept. of Vocational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Grant—OEG-0-72-4505

Note—31p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*Career Education, Curriculum Development, *Industrial Arts, *Program Development

Identifiers—Vocational Education Amendments 1968

This document has been published by an ad-hoc committee with the purpose of guiding the development of industrial arts activities as an element of career education. The relationship of industrial arts education to career education and the scope and sequence of industrial arts activities within this relationship are discussed. The integration of life related experiences, professional development, student organizations, support systems, and program assessment are also emphasized. Brief suggestions are made for the organization and administration of career education programs and a format for curriculum development and program implementation is presented. (JC)

ED 095 298 CE 001 850

Stevens, David W.

Assisted Job Search for the Insured Unemployed.

Pub Date Jan 74

Note—112p.

Available from—W. E. Upjohn Institute for Employment Research, 300 South Westnedge Ave., Kalamazoo, Mich. 49007 ($1.50)

Document Not Available from EDRS.

Descriptors—*Employment Services, Federal Programs, Federal State Relationship, Job Applicants, Job Market, *Job Placement, Role Conflict, Role Perception, State Programs, *Unemployment, *Unemployment Insurance

This study, an interim assessment, has attempted to understand the role of the Federal-State public employment service as a job search intermediary for insured unemployed workers. The conceptual role, the actual role, and claimant responsiveness to role change have been studied of three selected local offices in providing job search services to claimants. The reader is provided a better understanding of efficiency and equity aspects of the employment service role in helping claimants find jobs the extent of variation in claimant circumstances, and the relative importance of particular personal/market characteristics associated with job search processes and the length of time a claimant remains out of work. Employment service, on the average has filled fewer than one out of every five job openings; for the three groups studied, employment service was not influential in facilitating their return to work. Since most claimants obtain new jobs through some other method of search, implications of the study would be a shift from placement to assisted job search. Factors associated with different search strategies might be identified and used as screening criteria before offering more varied job search services to selected claimants. (EA)

ED 095 299 CE 001 851

Shapiro, Warren L.

Education for Living: A Model Distributive Education Program.

Pub Date 73

Note—141p.

Available from—Dorrance and Company, 1617 J. F. Kennedy Blvd., Philadelphia, Pa. 19103 ($8.95)

Document Not Available from EDRS.

Descriptors—College Bound Students, *Conceptual Schemes, *Cross Cultural Studies, *Distributive Education, Educational Philosophy, Job Market, School Community Relationship, School Industry Relationship, *Student Certification, Student Projects, Work Experience Programs

Identifiers—England, New York State, United States

This book is based on a cross-cultural study of American (primarily New York State) and British distributive education programs. Philosophy, historical development, currently available distributive education programs, and job opportunities were examined; the survey focused on teaching quality, involvement and cooperation of business/community/school, adequate on-the-job supervision, cooperative work experience programs, and student caliber. The most basic and significant difference between the two countries was philosophic--British youth leaving school to join the work force while American youth remained students longer. The project method was described as the trend in distributive education today; it is now being integrated into New York State curricula for large school districts. The final model that was developed has provided a curriculum sufficiently structured for comprehensive training but flexible enough to meet individual needs. The three student options are: (1) a Grade Distribution Certificate course for students seeking employment directly after high school, (2) a Basic Distribution Certificate course with cooperative work experience for the undecided, and (3) a Special Distribution course including special projects for college-bound students entering managerial levels of the distributive field. (EA)

ED 095 300 CE 001 852

Hiestand, Dale L.

High Level Manpower and Technological Change in the Steel Industry: Implications for Corporate Manpower Planning.

Pub Date 74

Note—88p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, N. Y. 10003 ($10.00)

Document Not Available from EDRS.

Descriptors—Continuous Learning, Field Interviews, Leadership, *Management, Management Development, Manpower Development, Manpower Utilization, *Steel Industry, *Technological Advancement

The purpose of this study was to examine the role that high level manpower plays in the establishment of new technologies at the plant and industry level. The steel industry was selected as an appropriate industry to approach these questions due to: its considerable technological changes; its straightforward, easier-to-understand technology; its lesser degree of influence by governmental policy. The first stage of research involved extensive interviews with executives of five major steel companies and executives of six engineering and equipment companies. The study revealed that steel companies do not decide whether or not to undertake an investment program on the basis of manpower factors. "-Technological change per se is almost never a central preoccupation of steel executives." Steel executives engage in continuous learning, with the learning pace accelerating as major technological changes and investments are imminent. The study showed that engineering firms were more concerned with manpower issues and the technological/managerial capacity of their high level manpower. In summary, top-level steel managers are needed to provide leadership, skill, incentives, and general climate that evoke and advance technological proposals; most manpower planning is a response to fairly predictable developments. (EA)

ED 095 301 CE 001 853

Berridge, Robert I.

Community Education Handbook.

Pub Date 73

Note—118p.

Available from—Pendell Publishing Co., P. O. Box 1666, Midland, Michigan 48640 ($5.50)

Document Not Available from EDRS.

Descriptors—Books, Citizens Councils, Community Coordinators, *Community Education, *Community Involvement, Community Resources, Community Surveys, Educational Finance, Guides, Models, *Program Development, Program Planning, Site Selection

This handbook provides a model approach to the implementation of community education; it outlines and discusses field-tested steps and establishes the rationale for their implementation in a sequential order. An introductory chapter that explores the unlimited potential of the community education concept is followed by a chapter that identifies steps in initiating the process. The author had devoted a separate chapter to site selection, financing community education, the role of the coordinator, coordinating community resources, and the community survey. Examples are included of a community resources profile and survey check lists. Other sections describe several types of community councils that are functioning within the framework of community education and the use of the block plan of organization as a vehicle for grassroots involvement. The concluding chapter provides a description of an actual community, its experiences, and an analysis of its community education project. Although the approach to each step needs to be the decision of each community, the author cautions the avoidance of any short cuts or omissions of these field-tested steps. (EA)

ED 095 302 CE 001 854

Occupational Training Handbook. No. JCH 400-15.2.

Manpower Administration (DOL), Washington, D.C. Job Corps.

Report No—JCH-400-15.2

Pub Date 74

Note—186p.

EDRS Price MF-$0.75 HC-$9.00 PLUS POSTAGE

Descriptors—Career Education, Curriculum Development, *Federal Programs, Instructional Programs, Job Skills, *Job Training, *Program Development, Program Evaluation, Task Analysis, Task Performance, Teacher Role, Technical Education, Training Objectives, Vocational Development, *Work Experience Programs

Identifiers—Job Corps

The purpose of this handbook is to assist Job Corps Training Center staff in developing an instructional system which relates to present day occupational requirements. This is a how-to-do-it handbook which emphasizes and illustrates curriculum development techniques to assist training and management staff in establishing and updating Career Development programs. Emphasis is placed on firm accountability, vocational counseling, continual trainee assessment of skills development, related education and technical knowledge, and personal development in attitudes and professional ethics. The first four sections contain a general discussion of the methods employed in developing occupational training programs, and how to develop the instructional system to meet the requirements of industry. The last section provides detailed, how-to-do-it guides and curriculum development resources. (Author)

ED 095 303 95 CE 001 855

Smith, Ralph A.

The Arts and Career Education: Toward Curriculum Guidelines. Final Report.

Illinois Univ., Urbana. Bureau of Educational Research.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—V357001

Pub Date 15 Apr 74

Grant—OEG-0-73-2738

Note—65p.

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—*Aesthetic Education, Attitudes, *Career Education, Careers, Cultural Awareness, *Curriculum Development, *Fine Arts, *Humanities, Teacher Education, Values

The purpose of this report, arising out of a conference, is to provide guidelines for curriculum development in the occupation cluster designated by the Center for Occupational and Adult Education of the Office of Education as "the fine arts and humanities." The scope of the categories discussed are: (1) career, (2) work, (3) values, (4) institutions, and (5) occupations and careers. From this discussion evolved seven major policy recommendations: (1) establish a Commission to Reform Aesthetic Education; (2) expend serious efforts to strengthen teacher preparation programs; (3) plan to help graduate programs in higher education to train cultural service specialists; (4) identify the problems of cultural leadership; (5) prepare a handbook of cultural service occupations or curriculum units on illustrative occupations and careers in the arts and cultural services; (6) find a balance between general and career education; and (7) give attention to an adequate system of cultural data collection. Forty pages of appendixes provide additional recommendations of conference participants, a discussion of a cultural service employment questionnaire, a list of the conference participants, and a conference agenda. (BP)

ED 095 304 CE 001 856

Torbert, William R. Rogers, Malcolm P.

Being for the Most Part Puppets.

Pub Date 73

Note—193p.

Available from—General Learning Press, 250 James Street, Morristown, New Jersey

Document Not Available from EDRS.

Descriptors—*Blue Collar Occupations, Economics, Existentialism, Job Analysis, *Leisure Time, Philosophy, Political Science, *Politics, Question Answer Interviews, Sociology, *Work Attitudes

Identifiers—Alienation

Concerned with the treatment of leisure as "an empty, valueless, superficial phenomenon in American culture," the authors conducted a study relating work, leisure, and politics among blue collar workers. Underlying the study was their fundamental hypothesis that "when play is encouraged on the job, the job-holder becomes more committed to his job, more energetic in his leisure, and a more effective contributor to the society in his political activity and ideology." For reader background, there is coverage of the relationship of leisure to economics, sociology, and political science, and the relationship of philosophical and existential background to human freedom and alienation. A job rating measure (adapted from characteristics developed by Robert Blauner) involving pace and quota was used during interviews with 209 assembly-line workers, skilled machine operators, and operators in an automated plant in three different companies in Detroit, Columbus (Ohio), and Chicago. Interview questions were related to leisure involvement and political activity; observation of workers was directed to degree of job involvement. Conclusions indicated an indirect relationship between high leisure involvement and political activity, and that "there is a common level of play that tends to express itself in a man's job and leisure life." (EA)

ED 095 305 CE 001 857

Cosgrave, Gerald

Career Planning: Search for a Future. Text and Career Work Book.

Toronto Univ. (Ontario). Guidance Centre.

Pub Date 73

Note—198p.

Available from—Guidance Centre, Faculty of Education, University of Toronto, 1000 Yonge Street, Suite 304, Toronto, Ontario M4W2KB Canada (text $3.70; workbook $1.40)

Document Not Available from EDRS.

Descriptors—Career Choice, *Career Education, *Career Planning, Individual Development, Occupational Choice, *Occupational Guidance, Secondary Grades, *Self Actualization, Self Evaluation, *Vocational Counseling, Vocational Development, Vocational Maturity

The book and its companion workbook offer a complete program in vocational guidance and are intended as guides to students in the process of developing meaningful activities as they plan for further education and a career. Intended for use by senior high school, college, and university students, they are also valuable for self-study or as an introduction to the career field for university students in counseling. The books follow the same organizational plan offering projects in four main divisions: (1) getting set for planning, (2) knowing yourself, (3) reaching decisions, and (4) assessing your progress. Project numbers in the workbook match numbers of related chapters in the main text. The final section of the book deals with contemporary problems in the world of work including chapters on careers for women, an overview of opportunities for post high school education, and guides to special programs. (MW)

ED 095 306 95 CE 001 858

Peterson, Marla And Others

Enrichment of Teacher and Counselor Competencies in Career Education: K-6. Final Report.

Eastern Illinois Univ., Charleston. Center for Educational Studies.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 74

Contract—OEC-0-72-4626

Note—373p.; For related documents, see ED 073 287 and ED 086 819

EDRS Price MF-$0.75 HC-$17.40 PLUS POSTAGE

Descriptors—*Career Education, Curriculum Design, Curriculum Development, *Curriculum Guides, Elementary Grades, *Elementary School Curriculum, Elementary School Guidance, Elementary School Teachers, Information Dissemination, Instructional Design, Instructional Programs, Kindergarten, Program Evaluation

Identifiers—*Career Awareness

The purpose of the Enrichment of Teacher and Counselor Competencies in Career Education Project (ETC Project) was to develop, evaluate, and disseminate: (1) Career Education Curriculum guides which result in the integration of positive values and attitudes toward work, self-awareness, and development of decision making skills; and awareness of occupational opportunities; (2) sample teaching learning modules by fusing and coordinating academic and occupation concepts and utilizing multimedia instructional tools; (3) a design of K-6 career education instructional system adaptable to any elementary instructional program. The project consisted of five phases: (1) search, (2) formulation of objectives, (3) curriculum guides, (4) field testing, and (5) dissemination and utilization. A discussion of the evaluation of the project includes the evaluation instruments. The survey of the findings covers the areas of construct and content validity, administrative feasibility and product usability, and student learning gain. The project's summaries and recommendations are discussed briefly and also the ETC staff impact on career education through various related activities. Appendixes include a master index of infusion strategy content and a 94-page third party evaluation of the project. (Author/BP)

ED 095 307 95 CE 001 859

Small, Hazel Christine

Effectiveness of Reinforcement Schedule in Relation to Certain Adult Characteristics Using Computer Assisted Instruction. Adult Learning Resources Project, Research Monograph No. 3.

North Carolina State Univ., Raleigh. Dept. of Adult Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 70

Grant—OEG-2-7-003903-3903

Note—196p.

EDRS Price MF-$0.75 HC-$9.00 PLUS POSTAGE

Descriptors—Adult Basic Education, Adult Characteristics, *Adult Learning, Autoinstructional Methods, *Computer Assisted Instruction, Computer Oriented Programs, Data Analysis, Evaluation Methods, Man Machine Systems, Motivation, *Reinforcement, Self Actualization, *Self Concept, Self Concept Tests, Tables (Data)

Identifiers—Adult Education Act 1966

The monograph reports the problem, design, and findings of graduate student research directly related to adult basic education teacher training. The objectives of this experiment were to assess: (1) the degree of relationship among reinforcement, learning, and self-concept for adults using computer assisted instruction (CAI); (2) changes in learner performance with changes in reinforcement schedule; and (3) the contribution of self-concept to changes in learner performance when reinforcement schedule is varied. It was concluded that the sample of adults exhibited self-concepts which were significantly lower than had been predicted. Data indicated significant differences between correlations of self-concept, treatments, and all four learner performances: (1) achievement, (2) trials, (3) time, and (4) errors. An examination of overall CAI performance indicated that those learners with the least enabling ability required more trials but made more actual gains without regard to self-concept scores on treatment effects. Having investigated a number of variables aiding in the design of CAI materials and programs, problems for further research are suggested. A 30-page bibliography and appendix concludes the document. (Author/MW)

ED 095 308 CE 001 860

Flanagan, Robert J.

Labor Turnover, Racial Unemployment Differentials, and the Dual Labor Market Hypothesis.

Chicago Univ., Ill. Graduate School of Business.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DLMA-91-17-72-32

Pub Date Apr 74

Note—143p.; Some tables may be marginally legible

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-$0.75 HC-$6.60 PLUS POSTAGE

Descriptors—*Age, Age Groups, Environmental Influences, *Labor Market, *Labor Turnover, *Race, Racial Discrimination, Racial Distribution, Racial Factors, Salary Differentials, Statistical Analysis, Unemployed, *Unemployment, Wages

Identifiers—Dual Labor Market Theory

The main thrust of the report is an analysis of racial unemployment differentials in the context of received theories of racial discrimination. Noting that the average duration of unemployment is similar for white and black males, the analytical emphasis is on the flow of new unemployment which is decomposed into turnover flows and conditional unemployment probabilities. The links between racial wage discrimination and racial unemployment differentials are also examined. The results include findings that differences in quit and layoff rates between the races are quite small, that the practice of wage discrimination or occupational segregation tends to widen racial unemployment differentials, and compensatory post-school training investments do not seem to be the main road to racial wage equality among males. The analysis did not support the dual market view of racial wage differences. (Author)

ED 095 309 95 CE 001 861

Lee, Arthur M.

Learning a Living Across the Nation: Project Baseline Second National Report. Baseline Year: 1970-71 (Fiscal Year 1971).

Northern Arizona Univ., Flagstaff.

Spons Agency—National Advisory Council on Vocational Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Nov 72

Note—454p.; For related document see CE 001 862

EDRS Price MF-$0.75 HC-$22.20 PLUS POSTAGE

Descriptors—*Educational Assessment, Educational Change, Educational Economics, Educational Legislation, *Educational Programs, Federal Legislation, Manpower Development, *National Programs, National Surveys, *State Programs, State Surveys, Student Enrollment, Tables (Data), *Vocational Education

Identifiers—*Project Baseline

This comprehensive volume attempts (1) to show the extent to which legislative acts of the 1960's have made an impact in using national resources to provide persons with necessary preparations for employment; and (2) contains a major portion of what the states and territories

know about their own vocational education students, programs, costs, and results. The first in a four-volume series, this Project Baseline report is mostly devoted to specific tables on vocational enrollment statistics; student-teacher ratios; enrollment by age and percent of population; enrollment by occupational area; the rank order of individual States by minority group, sex, Federal program area, and other limiting enrollment factors; expenditures for vocational education by Federal, State, and local levels per student for secondary, postsecondary, and adult education; and percentage increases in Federal expenditures. This State-by-State presentation also treats strengths and weaknesses, research and change, and new developments affecting vocational education, and offers recommendations. There are two appendixes on congressional objectives and the background of vocational education legislation. (NH)

ED 095 310 95 CE 001 862
Lee, Arthur M. Sartin, Robert
Learning a Living Across the Nation: Project Baseline Second National Report. Baseline Year: 1971-72 (Fiscal Year 1972).
Northern Arizona Univ., Flagstaff.
Spons Agency—National Advisory Council on Vocational Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date Nov 73
Note—499p.; For related document see CE 001 861
EDRS Price MF-$0.90 HC-$23.40 PLUS POSTAGE
Descriptors—Cluster Analysis, *Educational Assessment, Educational Change, Educational Economics, Educational Programs, Federal Programs, *Information Systems, *National Programs, National Surveys, Occupational Clusters, *State Programs, State Surveys, Student Enrollment, Tables (Data), *Vocational Education
Identifiers—*Project Baseline
The second of a series of four, this report contains much information never before available. Problems in obtaining the necessary information are discussed at some length, because of the bearing they have on interpretation of the data presented. Much of the volume consists of detailed tables showing enrollment in vocational education programs, broken down in various ways including grade level, age, percentage of total enrollment, special programs, occupational area, geographic area and youth groups. Other tables provide: breakdowns of total and per student expenditures at the Federal, State, and local levels; placement of students relative to their area of training; and enrollment by occupational cluster. Two further series of tables show changes in enrollment and expenditures in the past 2 years of the study and enrollment in various Federal programs. A summary, recommendations, and 59-page bibliography complete the volume. (NH)

ED 095 311 CE 001 863
Chuang, Ying C.
Impact Evaluation of Career Education Programs.
Pub Date Nov 72
Note—33p.; Paper presented to the National Meeting of the Operations Research Society of America (42nd, Atlantic City, New Jersey, November 1972)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Career Education, *Cost Effectiveness, Educational Assessment, *Evaluation Techniques, Expenditures, *Program Evaluation, Program Planning
Identifiers—*Impact Evaluation
This presentation identifies one of four kinds of evaluation--impact evaluation--existing today for career education programs. Impact evaluation provides four essential sets of information: (1) all data necessary to determine if a program should be continued; (2) a determination of which alternative program achieves the greatest gains at a given cost; (3) information on the components of each program and the component mixes which are most effective in a given expenditure to achieve maximum operating efficiency; and (4) data from the above three for persons with different characteristics so a decision-maker can determine which individuals are best served by each program. (NH)

ED 095 312 CE 001 864
Gilroy, Curtis L. Bradshaw, Thomas F.
Employment and Unemployment in 1973. Special Labor Force Report 163.
Bureau of Labor Statistics (DOL), Washington, D.C.
Report No—SLFR-163
Pub Date 74
Note—51p.; Thirty-three pages of supplementary tables of statistical data may be marginally legible due to small print
Available from—Bureau of Labor Statistics, Washington, D.C.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*Census Figures, Economic Research, *Employment, *Employment Patterns, *Employment Statistics, Energy Conservation, Fuel Consumption, Labor Economics, Labor Market, Labor Turnover, Statistical Data, Statistical Surveys, *Unemployment
Identifiers—Energy Crisis
The document describes the national employment performance for 1973, revealing it to have been generally quite impressive, as nearly all significant labor force indicators pointed to a strong year. Total employment posted the greatest percentage increase since 1955, with adult men and women each gaining about 1.1 million jobs; the number of jobless dropped to 4.3 million, as the unemployment rate declined. As the year came to a close, however, the emerging energy shortage began to affect employment policies of firms. The extent to which joblessness might rise and employment and hours might fall in the months ahead could not be determined, but consumption patterns of households, business, and government were being altered and it was obvious that some economic disorder would occur. Thirty-three pages of tables of statistical data supplement the text. (Author/AJ)

ED 095 313 CE 001 865
Airframe and Powerplant Mechanics Certification Guide. Revised 1971.
Federal Aviation Administration (DOT), Washington, D.C. Flight Standards Service.
Pub Date 71
Note—70p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*Aviation Mechanics, Behavioral Objectives, *Certification, Guides, *Job Skills, Learning Activities, *Occupational Information, *Study Guides, Technical Education, Tests
The guide was prepared to provide information to prospective airframe and powerplant mechanics and other persons interested in the certification of mechanics. The requirements for a mechanic certificate are concerned with age, language ability, experience, knowledge, and skill. The sections of the guide explain the procedure for either substantiating or demonstrating that each requirement has been met. The sections that deal with the written test (to demonstrate knowledge) and the oral and practical tests (to demonstrate skill) describe the types of tests used and what they contain. The subject listings, sample questions, and projects are intended to be helpful during preparation for the tests. Portions of the Federal Aviation Regulations (FAR) have been included, and Federal Aviation Administration Flight Standards district offices are listed in the appendix. (Author/AJ)

ED 095 314 CE 001 866
Making Effective Use of Long-Term Training: A Guide for Managers, Supervisors, Personnel and Training Officers.
Civil Service Commission, Washington, D. C. Training Assistance Div.
Pub Date Oct 73
Note—25p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Educational Planning, Educational Programs, Federal Government, *Government Employees, *Guides, Management Development, *Professional Continuing Education, Professional Personnel, *Program Descriptions, *Program Planning
The pamphlet is designed to assist agency managers, supervisors, and training personnel in planning for and using long-term training opportunities authorized under the Government Employees Training Act. It presents ideas and general guidance on the management of long-term training. Also included is a listing of nine current long-term training programs available to Government employees. (Author)

ED 095 315 CE 001 867
Schunkert, Michael A.
State Aerospace Education Resource/Interest Survey Summary.
Federal Aviation Administration (DOT), Washington, D.C. Office of General Aviation.; Montana Div. of Aeronautics, Helena.
Report No—GA-300-103
Pub Date Feb 74
Note—16p.; Second compilation
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Aerospace Education, Curriculum Development, Educational Planning, *High School Curriculum, Secondary Grades, *State Surveys, *Statistical Data, Technical Education
Identifiers—*Montana
The report is a compilation of aerospace educational statistical data and information of potential interest to the State's secondary curriculum decision-makers. The information was obtained from a six-item questionnaire which was sent to 155 district school superintendents (except in those districts with on-going aerospace education programs) with the purposes of: (1) advising planners of the availability and nationwide popularity of secondary aerospace education, and (2) soliciting input concerning their interest in and on-site capability of supporting a one or two-semester aerospace elective in their high schools. A survey item description and response tabulation comprise the five pages of the report; appended are a list of Montana's secondary aerospace program-sponsoring schools, a complete copy of the survey instrument, a description of Montana's Flying Classroom Program, and information pertaining to the Montana Youth-in-Aviation Scholarship Award. (AJ)

ED 095 316 CE 001 868
Persons, Edgar A. Leske, Gary
Staffing Patterns for Programs in Adult Agricultural Education; A Study in Cooperation.
Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.
Pub Date Jul 73
Note—43p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Adult Educators, *Adult Farmer Education, Adult Vocational Education, Agricultural Education, *Community Cooperation, *Cooperative Planning, *Cooperative Teaching, Educational Research, Interagency Cooperation, School Industry Relationship, Surveys, Vocational Agriculture Teachers
The study defines the relationships between agriculture teachers and other persons with whom they work in providing adult agricultural education; specifically, it identifies with whom the instructor cooperated in providing a program, identifies the functions performed by those who cooperated, and identifies the success of the cooperative arrangements. The data were obtained from questionnaires sent to all vocational agriculture instructors responsible for adult instruction in a three-State area. The cooperation of others is measured and analyzed in four different program areas: enterprise events, agriculture mechanics farm management, and special events. Cooperators in these areas and their functions are illustrated in bar graphs; evaluation of cooperation of agencies in the four categories are presented tabularly. It is concluded that there is wide diversity in the amount of cooperation received from among potential cooperating groups, the principle cooperating groups being industry representatives, private businessmen, county agents, and other agricultural teachers. Generally, the teachers find the cooperation of others valuable and rely heavily upon others to assist in planning, organizing and coordinating but not in evaluation. University specialists are not used in any significant degree. (AJ)

ED 095 317 CE 001 871
Wessels, Mary
Filing and Finding, Business Education: 7733.01.

Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—35p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Business Education, Course Content, Course Objectives, *Curriculum Guides, *Filing, Information Storage, Job Skills, Office Occupations, *Office Occupations Education, Performance Criteria, *Secondary Grades
Identifiers—Florida, *Quinmester Program
Filing in all aspects--alphabetic, subject, numeric, geographic, and chronological--along with the organization and management of filing systems makes up the thrust of the course content in the curriculum guide. The objective is to prepare students for office occupations. Content includes course guidelines, performance objectives, learning activities, evaluative instruments, and student and teacher resources. More than one-half of the pamphlet contains appendixes of tests and keys. (NH)

ED 095 318 CE 001 872
Reed, Frederick
Receptionist Training, Business Education: 7716.12.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—23p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Business Education, Course Content, Course Objectives, *Curriculum Guides, Job Skills, *Office Occupations Education, Office Practice, Performance Criteria, *Receptionists, Resource Materials, Secondary Grades
Identifiers—Florida, *Quinmester Program
In this brief course outline are material and content designed to provide students with the knowledge and skills needed to act as receptionists in an office atmosphere. Functional duties--telephone calls, petty cash, simple typing jobs, making travel arrangements and appointments--compose the course content. Also provided: performance objectives (listing 40 specific tasks), learning activities, strategies and learning activities, evaluative instruments, and resources for students and teachers. (NH)

ED 095 319 CE 001 873
McShane, Jane
Bookkeeping Machines, Business Education: 7718.04.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—41p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Accounting, *Business Education, Business Skills, Course Content, Course Objectives, *Curriculum Guides, *Office Machines, Performance Criteria, *Recordkeeping, Resource Materials, Secondary Grades
Identifiers—*Quinmester Program
Postings, accounts receivable and payable, and payroll entries made while using a bookkeeping machine make up the course content described in this pamphlet. The course seeks to prepare students to operate accounting machines as a prerequisite to the operation of more complex machines and adult, on-the-job training. Course guidelines, objectives, content, learning activities, evaluative instruments, student and teacher resources, and test materials are provided. (NH)

ED 095 320 CE 001 874
McKinney, Lottie N.
Adding-Listing Machines (Ten-Key and Full-Key), Business Education: 7718.07.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—19p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Business Education, Course Content, Course Objectives, *Curriculum Guides, Job Skills, *Office Machines, Office Occupations, *Office Occupations Education, Performance Criteria, Resource Materials, *Secondary Grades
Identifiers—Florida, *Quinmester Program
This pamphlet describes a course designed to give students mastery over the 10-key and full-key adding-listing machines in solving special business problems. With course guidelines, performance objectives, course content, learning activities, evaluative instruments, student and teacher resources, the course content seeks to develop occupational proficiency for initial job placement. (NH)

ED 095 321 CE 001 875
Cosentino, Linda I.
Paper That Passes for Money, Business Education: 7715.31.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—28p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Business Education, Course Content, Course Objectives, *Curriculum Guides, Finance Occupations, Job Skills, *Money Systems, Performance Criteria, Resource Materials, Secondary Grades
Identifiers—Florida, Negotiable Instruments, *Quinmester Program
Negotiable instruments--various kinds of paper--are treated in this brief course outline with the objectives of teaching the student to: (1) understand and relate monetary legislation to his personal affairs, (2) understand four types of negotiable instruments, (3) demonstrate an understanding of transferring negotiable instruments in a practical application, (4) identify four types of endorsements on negotiable instruments, (5) complete three types of instruments from given information, (6) demonstrate knowledge of maker and endorser responsibilities in a case problem. Course objectives, learning activities, evaluative instruments, student and teacher resources are included. More than one-half of the pamphlet is devoted to test appendixes and keys. (NH)

ED 095 322 CE 001 876
Griffee, Alice
Banking Services, Business Education: 7713.15.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—27p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Banking, Banking Vocabulary, *Business Education, Course Content, Course Objectives, *Curriculum Guides, Finance Occupations, *Financial Services, Performance Criteria, Resource Materials, Secondary Grades
Identifiers—Florida, *Quinmester Program
This course in banking intends to give students an insight into the personal and business services that banks provide. It includes instruction on savings and checking accounts, loans, trusts, and safety deposit facilities. Also included are the performance objectives, five pages of an outline on course content, suggested teaching and learning procedures, and five pages of resource materials for teacher and students. The appendix includes a glossary of banking terms, a bank reconciliation test, vocabulary test, bank principles test, and a suggested checkbook problem lesson. (BP)

ED 095 323 CE 001 877
McAskill, Ava
Our Business World, Business Education: 7711.01.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—19p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Business, *Business Education, Course Content, *Course Objectives, *Curriculum Guides, *Economic Education, Economic Factors, Performance Criteria, Resource Materials, *Secondary Grades
Identifiers—Florida, *Quinmester Program
This Quinmester pamphlet presents an overview of the business world and the American free enterprise system, delving into the concept of profit, satisfaction of wants and needs through production and distribution of goods and services, and primary forms of business organization, the effects of business activity on economic growth, and the use of natural resources and labor-management relations. The course rationale is that preservation of the free enterprise system will depend on students' ability to make wise economic decisions. Guidelines, objectives, content, procedures, performance criteria, and student-teacher resources are outlined. Appendixes contain check sheets, a school population chart, and a profit chart. (NH)

ED 095 324 CE 001 878
Carino, Mariano G.
Cost Accounting, Business Education: 7709.41.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—21p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Accounting, Bookkeeping, *Business Education, Business Skills, Cost Effectiveness, Course Content, Course Objectives, *Curriculum Guides, Performance Criteria, Resource Materials, Secondary Grades
Identifiers—Cost Accounting, Florida, *Quinmester Program
Cost accounting principles and procedures provide students with sufficient background to apply cost accounting factors to service and manufacturing businesses. Overhead, materials, goods in process, and finished goods are emphasized. Students complete a practice set in the course, which has guidelines, performance objectives, learning activities (including a case study, videotape lessons on bookkeeping, and business vocabulary), evaluative instruments, and resources for students and teachers. Ten of the 21 pages are devoted to appendixes pertaining to setting up a combination journal, opening a cost sheet, closing a manufacturing account, and preparing a cost statement. Keys are provided. (NH)

ED 095 325 CE 001 879
Davis, Thelma B.
Tell It as It Is, Business Education: 7713.13.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—21p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Business Correspondence, *Business Education, *Communication Skills, Course Content, Course Objectives, *Curriculum Guides, Job Skills, Letters (Correspondence), Oral Communication, Performance Criteria, Secondary Grades, Telecommunication, *Verbal Communication, Writing Skills
Identifiers—Florida, *Quinmester Program
In the area of business education, this pamphlet describes a course in the methods and arts of business communications, stressing oral, written, and visual proficiency in telephone techniques, letters, telegrams, telefax, posters, memos, and the interpretation of business charts and graphs. Described specifically are course guidelines, performance objectives, procedures, learning activities of a practical nature (i.e., students must determine, from a distance and word count rate chart, if a telegraph bill is correct), evaluative instruments, and resources for students and teachers. Appendixes contain tests on matching, bar graph, pictograph, line graph, telegram, directory, and circle graph. Keys are not included. (NH)

ED 095 326 CE 001 880
Mitz, Rochelle
Payroll Records, Business Education: 7734.31.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—22p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Business Education, *Course Content, *Curriculum Guides, Job Skills, *Payroll Records, Performance Criteria, *Recordkeeping, Records (Forms), Resource Materials, Secondary Grades
Identifiers—Florida, *Quinmester Program
This brief pamphlet offers a course description to acquaint students with different types of payroll records, and provides experience in the preparation of time cards, the use of charts to figure taxes, making deductions, and completing records to government requirements. Enrollment guidelines; objectives; course content;

procedures; learning activities such as speakers, field trips, and a simulated payroll department; and evaluative instruments are described. Listed are resources for students and teachers. Appendixes contain tests on a time card, computing gross and net wages, and currency breakdown. Keys are included. (NH)

ED 095 327 CE 001 881
Lewis, Jane D.
Shorthand Dictation, Business Education: 7706.31.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—20p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Business Education, Business Skills, *Course Content, Course Objectives, *Curriculum Guides, Job Skills, Learning Activities, Performance Criteria, Resource Materials, Secondary Grades, *Stenography, Technical Education
Identifiers—Florida, *Quinmester Program
This brief pamphlet sets up course guidelines, materials, procedures, resources, and objectives for the study of shorthand dictation. Its aim is to reinforce shorthand theory and develop speed and accuracy in dictation and transcription at the typewriter from dictated but previously studied material. Contents include a course description, enrollment guidelines, performance objectives, course content, procedures, learning activities, tests, and resources for students and teachers. Appendixes are tests on word division, similar words, geographical expressions, word usage, punctuation and spelling, and a symbols puzzle and its key. (NH)

ED 095 328 CE 001 882
Valenti, Ruth
Technical Typewriting, Business Education: 7705.34.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—24p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Bibliographies, Business Education, Business Skills, Course Content, Course Objectives, *Curriculum Guides, Educational Resources, Learning Activities, Performance Criteria, *Scientific Literacy, Secondary Grades, *Symbols (Mathematics), *Technical Reports, *Typewriting
Identifiers—Florida, *Quinmester Program
This pamphlet is a guide to the equipment, procedures, instruments, and resources needed in teaching a course of technical typewriting to prepare a typist for a job in a science-related office where correct spelling and use of scientific and technical terminology are of paramount importance. Described are course guidelines, performance objectives, suggested procedures and learning activities, evaluative instruments, and resources for students and teachers. Appendixes include tests on the Greek alphabet, math symbols, spelling, definitions, and word division. (NH)

ED 095 329 CE 001 883
Missirlian, Melanie
Legal Typewriting, Business Education: 7705.35.
Dade County Public Schools, Miami, Fla.
Pub Date 73
Note—25p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Business Education, *Business Skills, Course Content, Course Descriptions, *Curriculum Guides, *Office Occupations Education, Secondary Grades, Skill Development, *Typewriting
Identifiers—Legal Secretaries, *Quinmester Program
The course is designed to help the student qualify for employment as a typist in a legal office. Instruction is given to enable the student to prepare all types of legal documents, spell and use legal terminology correctly, and transfer legal information from one document to another. The course description includes: (1) equipment and supplies, (2) skill building, (3) legal vocabulary, (4) legal forms, (5) legal correspondence, (6) English usage and grammar drills, and (7) personal traits and ethics. An appendix offers sample activity materials, a sample test, and an index of legal terms. (MW)

ED 095 330 CE 001 884
Lowman, Margaret L.
Statistical Typewriting, Business Education: 7705.33.
Dade County Public Schools, Miami, Fla.
Pub Date 73
Note—26p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Business Education, Business Skills, Course Content, Course Descriptions, *Curriculum Guides, *Office Occupations Education, Secondary Grades, *Typewriting
Identifiers—*Quinmester Program, Statistical Typewriting
The course enables the student to qualify for employment as a typist whose duties include typewriting a tabulated material, tables, and special problems consisting mainly of numbers, as in insurance, accounting, or brokerage offices. The course outline describes: (1) equipment and supplies, (2) skill building, (3) statistical copy typing techniques, (4) statistical copy proofreading, (5) table production, (6) business papers with tabulated reports, (7) business forms, (8) typewriter with decimal tabulation keys, (9) rules for typing numbers and English usage, and (10) acceptability standards. Evaluation instruments are discussed and resources for students and teachers enumerated. An appendix includes suggested skill building drills, study sheets, test items, and an appraisal sheet. (MW)

ED 095 331 CE 001 885
Valenti, Ruth
Shorthand Speedbuilding, Business Education: 7707.11.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—29p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Business Skills, Course Content, Course Descriptions, *Curriculum Guides, Grammar, *Office Occupations Education, Resource Materials, Secondary Grades, Skill Development, *Stenography
Identifiers—*Quinmester Program
The course is directed to manual or machine shorthand students to aid in the further development of the ability to construct outlines under stress of dictation at 80 to 100 words a minute; to increase the student's ability in spelling, punctuation, and using proper grammar. Course content includes: (1) speedbuilding techniques, (2) drills, (3) typing practice, (4) transcription development, and (5) transcription drills. Procedures, strategies, and learning activities are suggested and evaluative instruments described. Resources for students and teachers are presented in detail. An appendix includes suggested test items. (MW)

ED 095 332 CE 001 886
Dominick, Judy
Advanced Dictation and Transcription, Business Education: 7707.31.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—38p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Business Skills, Course Content, *Curriculum Guides, Office Occupations Education, Resource Materials, Secondary Grades, Skill Development, *Stenography, *Typewriting
Identifiers—*Quinmester Program
The course is constructed to develop speed and accuracy in taking dictation and in transcribing notes; to develop desirable personal traits and awareness of responsibility for proofreading and correcting errors before submitting typewritten transcripts for approval. Course content includes (1) typing technique, (2) typing fundamental skills, (3) shorthand techniques, (4) shorthand fundamental skills, (5) transcription, (6) speed building, and (7) personal traits needed in business. Suggested teaching strategies include penmanship, dictation drills, and other special activities. Resources for students and teachers are specified, and an appendix offers a pretest, pretest key, transcription quizzes, varied test formats, and final evaluation test form and key. (MW)

ED 095 333 CE 001 887
Coleman, Marion G., Ed. Henson, Oleen M., Ed.
Effective Secretarial Education: National Business Education Yearbook, No. 12.
National Business Education Association, Washington, D.C.
Pub Date 74
Note—276p.
Available from—National Business Education Association, 1906 Association Drive, Reston, Virginia 22091 ($7.50)
Document Not Available from EDRS.
Descriptors—College Instruction, *Educational Innovation, Instructional Aids, *Instructional Innovation, Instructional Technology, *Office Occupations Education, Research, Secretaries, *Stenography, Teaching Methods, *Typewriting
Thirty-two authors, most of them university teachers, express differing points of view on the subject of secretarial education. The readings have been organized around seven topics. Part 1 "The Businessman Looks at Secretarial Education," contains a single reading. Parts 2 and 3 offer more than a dozen examples of new thinking in shorthand and typewriting teaching methodology. The fourth part presents four approaches to secretarial office training: individualized, cooperative, laboratory, and simulation. Part 5, dealing with collegiate secretarial education, offers ideas on philosophy, facilities, media use, evaluation, and teacher competencies. The significance in the classroom of contemporary research in typewriting, shorthand, and office practice is discussed by authors in Part 6, as well as the perceptions of secretarial workers. The final section of the book describes six professional associations of secretaries. (AJ)

ED 095 334 CE 001 888
Taggart, Robert
The Labor Market Impacts of the Private Retirement System. Studies in Public Welfare, Paper No. 11.
Joint Economic Committee, Washington, D.C.
Pub Date 30 Oct 73
Note—135p.; A study prepared for the use of the Subcommittee on Fiscal Policy of the Joint Economic Committee, Congress of the United States
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 5270-02036, $1.10)
EDRS Price MF-$0.75 HC-$6.60 PLUS POSTAGE
Descriptors—Economically Disadvantaged, Employment Opportunities, Financial Policy, Government Role, Income, Occupational Mobility, *Older Adults, *Policy Formation, *Retirement, Senior Citizens, Social Welfare, *Statistical Studies
Identifiers—Pensions, Private Pension Plans, *Social Security
After giving an overview of the private retirement system and considering deferred wages and labor costs, the study explores the extent of the influence of private pensions on early retirement and on job opportunities of older persons, and the influence of lengthy job tenure requirements on worker mobility. The study weakens the case for across-the-board increases in social security benefits based on old formulas for computing base level benefits by which social security will become an increasingly inefficient instrument for putting money in the hands of the poor or near-poor aged. The fact that a large share of workers are likely to remain uncovered by private pensions strengthens the case for splitting social security's pension function from its antipoverty function. Present formulas attempt to provide the most generous treatment to those who contributed least; as private pensions grow, this policy may yield increasingly haphazard results. Finally, some of the findings demonstrate how unfair the social security retirement test is, making difficult the attempt of the aged worker without a private pension to use earnings to supplement his social security benefits. (Author/AJ)

ED 095 335 CE 001 889
Feldstein, Martin S.
Lowering the Permanent Rate of Unemployment.

Joint Economic Committee, Washington, D.C.
Pub Date 18 Sep 73
Note—106p.; A study prepared for the use of the Joint Economic Committee, Congress of the United States
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 5270-01991, $0.95)
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—Age Groups, Educational Needs, Employment, Financial Policy, *Government Role, *Labor Economics, Labor Market, Manpower Needs, Manpower Utilization, Mentally Handicapped, Physically Handicapped, *Policy Formation, *Statistical Analysis, Unemployed, *Unemployment, Unemployment Insurance, Unskilled Workers, Work Attitudes, Workmans Compensation
Identifiers—Wage Supplements
The first section of the study on lowering the permanent rate of unemployment discusses the effects and limitations of increasing aggregate demand through fiscal and monetary policy and indicates the inability to achieve the desired level of unemployment simply by stimulating demand. Section 2 analyzes the characteristics and structure of our current unemployment. The specific problems of unemployment among young workers are examined in the third section, and a number of possible policies are suggested. Section 4 discusses the four major sources of unnecessarily high unemployment among adult workers and specific policies are suggested. Section 5 deals with the particular problem of improving the incentive effects of unemployment compensation. A brief summary section is followed by critical comments on the innovative and controversial policy suggestions offered in the study; five economists and statisticians with expertise in the area of employment and unemployment analysis were invited by the committee to comment. The author's reply is included. (Author/AJ)

ED 095 336 CE 001 890
Stigelman, C. R.
Franchise Index/Profile: A Franchise Evaluation Process. Small Business Management Series No. 35.
Small Business Administration, Washington, D.C.
Pub Date 73
Note—58p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 4500-00125, $0.65)
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Administrative Personnel, *Business Administration, *Employment Opportunities, Guides, Investment, *Managerial Occupations, *Occupational Information
Identifiers—*Franchises, Small Business Administration
The book is presented as an aid to those who have decided to invest in, or who are seriously interested in investigating, a franchise opportunity. The material presented is an index of basic information a person should have about a particular franchise to enable him to make a valid determination as to whether or not a specific franchise is the right one for him and whether or not the chances for returns both in terms of money and future are there. The questions are presented first with discussion, then repeated in a questionnaire format which may be used to profile and evaluate the franchises he is investigating. Financial and legal questions are raised, questions about training and marketing, and about home office support. The 10 pages of appendixes include information about the Federal Trade Commission and franchising, the International Franchise Association, the Small Business Administration, and a listing of sources of additional information. (Author/AJ)

ED 095 337 CE 001 891
Caro, Paul W.
Aircraft Simulators and Pilot Training.
Human Resources Research Organization, Alexandria, Va.
Report No—HumRRO-PP-6-74
Pub Date May 74
Note—12p.; Reprint from Human Factors, v15 n6 1973
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Aircraft Pilots, Aviation Technology, Educational Programs, *Flight Training, *Project Training Methods, Simulated Environment, *Simulators, Skill Development, Training Laboratories, *Training Techniques, Transfer of Training
Flight simulators are built as realistically as possible, presumably to enhance their training value. Yet, their training value is determined by the way they are used. Traditionally, simulators have been less important for training than have aircraft, but they are currently emerging as primary pilot training vehicles. This new emphasis is an outgrowth of systems engineering of flight training programs, and a characteristic of the resultant training is the employment of techniques developed through applied research in a variety of training settings. These techniques include functional context training, minimizing over-training, effective utilization of personnel, use of incentive awards, peer training, and objective performance measurement. Programs employing these and other techniques, with training equipment ranging from highly-realistic simulators to reduced-scale paper mockups, have resulted in impressive transfer of training. The conclusion is drawn that a proper training program is essential to realizing the potential training value of a device, regardless of its realism. (Author)

ED 095 338 CE 001 892
1972 Report to Congress: Boy Scouts of America.
Boy Scouts of America, New Brunswick, N.J.
Pub Date 26 Mar 73
Note—149p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 5271-00345)
EDRS Price MF-$0.75 HC-$6.60 PLUS POSTAGE
Descriptors—*Annual Reports, Leadership Training, *National Organizations, *Youth Clubs, Youth Leaders, Youth Programs
Identifiers—BOYPOWER 76, *Boy Scouts of America
BOYPOWER '76 is an eight-year, long-range plan with emphasis on members and units, trained unit leaders, and national standard units. In the annual report to Congress of the Boy Scouts of America, charts are provided as an analysis tool for studying the progress of the Boy Scouts as it relates to BOYPOWER '76 and its monthly and final objectives. An accounting is made of scouting activities, projects, and programs undertaken during the year. Records of advancement, badges, and awards are presented; financing and promotional activities are reported. Membership statistics are made available in the forms of charts and tables. An accounting is given of the various regional operations, and members of the National Council, National Standing Committees, and of the National Professional Staff are listed. The history of Scouting's 62 years in America is recounted. The treasurer's report is presented, with supporting exhibits and the opinions of independent accountants. (AJ)

ED 095 339 CE 001 893
National Apprenticeship Standards for Ophthalmic Finisher-Dispenser.
Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training.
Pub Date 72
Note—25p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Apprenticeships, Health Occupations Education, *Health Personnel, Optics, *Standards, Technical Education
Identifiers—National Standards, *Opticians
The standards have been established and registered to advance the science of ophthalmic optics and assure the continuance of skilled and ethical practices in the optical processing and dispensing service by providing a recognized and formalized method of developing skilled craftsmen. Standards cover apprenticeship qualifications, agreement, terms, probationary period, supervision, evaluation, certification, and wages. They also consider related concerns: credit for previous employment, continuity of employment, ratio of apprentices to journeymen, hours of employment, technical instruction, policy, safety regulations, schedules, and related instruction. The appendix lists 21 textbooks for related instruction, 32 State apprenticeship agencies, and the 10 regional offices of the Bureau of Apprenticeship and Training. A sample certificate form and apprenticeship agreement form are illustrated. (AG)

ED 095 340 CE 001 897
Transferability of Military-Trained Medical Personnel to the Civilian Sector.
Nathan (Robert R.) Associates, Inc., Washington, D.C.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.
Pub Date Jul 70
Note—183p.
EDRS Price MF-$0.75 HC-$9.00 PLUS POSTAGE
Descriptors—Career Choice, Employment Opportunities, *Health Occupations, Job Satisfaction, Labor Market, *Manpower Utilization, Medicine, *Military Personnel, Military Training, *Occupational Mobility, *Paramedical Occupations
This study addresses itself to the problem of what should be done to increase the civilian medical/health field utilization of men who have received medical training and experience while in military service. It was found that military men were influenced in their decision for or against a civilian health career by: military service branch, length of service, military status, knowledge of the labor market, and type of military work experience. Various programs are discussed that facilitate transference to civilian work. Policies and recommendations which would facilitate the transfer of manpower are discussed. A six-page bibliography is included. (BP)

ED 095 341 CE 001 898
Cropper, Clara Joy F.
Machine Shorthand Dictation, Business Education: 7706.33.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—18p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Business Education, Business Skills, Course Content, Course Descriptions, *Curriculum Guides, *Office Machines, *Office Occupations Education, Secondary Grades, Skill Development, *Stenography
Identifiers—Dictation, Machine Shorthand, *Quinmester Program
The course is designed to reinforce machine shorthand theory with emphasis on taking dictation with speed and accuracy. In this course, students are expected to complete the basic theory of techniques for writing sounds, in combinations of letters of the alphabet, on the keyboard of a touch shorthand machine; to increase their recording speeds; and to expand typewritten transcription practice. Machines are part of the classroom equipment. The guide outlines performance objectives, course content, suggested procedures, strategies, learning activities, evaluative instruments, and resources for students and teachers. An appendix provides a pretest, keyboard test, abbreviation test, typewriting centering test, and touch note tests. (MW)

ED 095 342 CE 001 899
Carino, Mariano G.
Corporation Accounting, Business Education: 7709.31.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—31p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Accounting, *Business Education, Business Skills, *Business Subjects, Course Content, Course Descriptions, *Curriculum Guides, Economic Education, *Finance Occupations, Financial Services, Office Occupations Education, Secondary Grades
Identifiers—Corporation Accounting, *Quinmester Program
The course aims to help students develop an understanding of the organization of corporations, corporate stock and bond transactions, fiscal reports, income tax returns, and dividends. Students also analyze financial statements and complete a corporation practice set. An outline of course content includes: (1) equipment and supplies, (2) corporation formation, (3) advantages and disadvantages of the corporate form

of business organization, and (4) corporate transactions affecting the stocks and bonds payable. Suggested procedures, strategies, and learning activities as well as resources for teachers and students are presented. A 16-page appendix offers evaluative instruments and keys for: (1) stocks and bonds, (2) division of corporate income, (3) work sheet and financial statement for a corporation, (4) analyzing financial reports, and (5) a case study. (MW)

ED 095 343 CE 001 900
Dominick, Judy
Legal Dictation and Transcription, Business Education: 7707.42.
Dade County Public Schools, Miami, Fla.
Pub Date 73
Note—22p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Behavioral Objectives, Business Skills, Business Subjects, *Course Content, *Curriculum Guides, Learning Activities, *Office Occupations Education, Office Practice, Resource Materials, Secondary Grades, *Secretaries, *Stenography
Identifiers—Legal Secretaries, *Quinmester Program
This is an intensive course in taking dictation and transcribing materials related to the legal profession with a high degree of speed and accuracy. The course includes spelling, pronouncing, and defining the most-used legal terms, and a discussion of the ethics of the legal secretary and procedures unique to an attorney's office. Included are the performance objectives, course content, suggested learning activities and procedures, resource materials for students and teachers, and an appendix of suggested test items. (Author/BP)

ED 095 344 CE 001 901
Dominick, Judy
Office-Style Dictation and Transcription, Business Education: 7707.41.
Dade County Public Schools, Miami, Fla.
Pub Date 73
Note—21p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Behavioral Objectives, *Business Education, Business Skills, *Course Content, Curriculum Guides, Learning Activities, *Office Occupations Education, Office Practice, Resource Materials, Secondary Grades, *Stenography
Identifiers—*Quinmester Program
This is a specialized course in recording basic business terms in shorthand from dictation simulating actual office dictation with special attention given to developing a high degree of speed and accuracy. This course includes spelling, punctuation, and definitions of the most used business terms, preparation of a variety of office forms, and the procedures and ethics of a good secretary. Included are suggested procedures, strategies, and learning activities, resources for students and teachers, and an appendix of suggested test items. (Author/BP)

ED 095 345 CE 001 902
Linden, Janice
Creative Fashions II, Home and Family Education: 6766.11.
Dade County Public Schools, Miami, Fla.
Pub Date 73
Note—38p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Clothing Design, *Clothing Instruction, Course Content, Course Descriptions, *Curriculum Guides, *Home Economics Education, Home Economics Skills, *Patternmaking, Secondary Grades, Sewing Instruction, Textiles Instruction, Vocational Education
Identifiers—*Quinmester Program
The course will appeal to those senior high school students interested in clothing pattern development and those interested in careers in fashion design. The course provides the opportunity for the fashion design student to work with half scale basic patterns used for making garments. The student learns by the flat pattern principles how to alter the basic pattern in order to achieve a new garment design. Experiences in designing a variety of necklines, sleeves, bodices, skirts, and waistlines will be provided. Although the development of the ability to make patterns is the primary purpose of the course, it will also give the student a better understanding of pattern alteration, garment fitting, and use of fabric grain. Offering suggested content ideas, learning opportunities and resources, the course description is organized according to behavioral outcomes. A bibliography and an appendix containing sample test materials complete the document. (MW)

ED 095 346 CE 001 903
Ahrens, Thea
Child Care Service II: Ages and Stages, Home and Family Education: 6755.03.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—35p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Behavioral Objectives, *Child Care Occupations, Child Care Workers, *Child Development, Course Content, Course Descriptions, *Curriculum Guides, *Early Childhood Education, *Exceptional Child Education, Exceptional Children, Home Economics Education, Preschool Children, Retarded Children, Secondary Grades, Self Concept
Identifiers—*Quinmester Program
The second in a series of four Quinmester courses, this course is planned for any junior or senior high school student interested in possible employment as a Child Care Aide, or as a worker with exceptional children. It focuses on the stages of childhood growth and development, emphasizing the achievement of a positive self-concept. The main thrust of the course of study is directed toward the child with exceptional problems and is reflected in the following course outline: (1) as the twig is bent, (2) trusting threes through fetching fives, (3) the exceptional child with special needs, (4) services and facilities for exceptional children, (5) mental retardation, and (6) techniques for shaping behavior of the mentally retarded. The body of the guide is organized according to behavioral outcome goals with suggested content ideas, learning opportunities, and resources. A three-page bibliography completes the document. (MW)

ED 095 347 CE 001 904
Ahrens, Thea
Child Care Services III: The Center of Our Concern, Home and Family Education: 6755.04.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—37p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Behavioral Objectives, Child Care, *Child Care Occupations, Child Care Workers, Child Development, *Childhood Needs, Course Content, Course Descriptions, *Curriculum Guides, *Day Care Services, Home Economics Education, Parent Child Relationship, Secondary Grades, *Service Occupations
Identifiers—*Quinmester Program
The emphasis of the course is placed on identification of the responsibilities of the parent, community, and school to provide for the needs of the child within a framework of the health and safety requirements established by law. The student may participate in schools and centers in the area in order to observe the guidance techniques and administrative practices used to provide for these needs. Planned for any senior high school student interested in employment as a Child Care Aide, the course focuses on the responsibilities of the job. The body of the text is devoted to suggested content ideas, learning opportunities, and resources organized under the headings of 10 behavioral outcomes. The course fits into the Child Care Services sequence following the prerequisite courses, The Child Care Aide and Ages and Stages. A bibliography and brief appendix of related sample materials complete the document. (MW)

ED 095 348 CE 001 905
Ahrens, Thea
Child Care Services IV: Activities That Teach, Home and Family Education: 6755.05.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—44p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Behavioral Objectives, *Child Care Occupations, Course Content, *Curriculum Guides, *Early Childhood Education, *High School Students, Home Economics Education, *Learning Activities, Occupational Aspiration, Resource Materials, Secondary Grades, Senior High Schools, Vocational Education
Identifiers—Child Care Aides, *Quinmester Program
This course is designed for senior high school students interested in early childhood education and gives the Child Care Aide experience in planning and executing activities with children in group situations which reflect knowledge of their individual development. The course centers on the following concepts: play is valid, development of the child's self-concept, nature wonderland, wonders of science, reading readiness, and enrichment of the child's world. Behavioral objectives are cited, and content ideas, learning opportunities, and resources are presented in vertical columns in the main body of the guide. A bibliography of various types of references is included with an appendix of helpful suggestions for the student for planning preschool level activities. (AG)

ED 095 349 CE 001 906
LeMaster, Betty
Interior Design Projects, Home and Family Education: 6767.03.
Dade County Public Schools, Miami, Fla.
Pub Date 73
Note—32p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Behavioral Objectives, Course Content, *Curriculum Guides, Home Economics Education, Individualized Instruction, *Interior Design, Learning Activities, Occupational Aspiration, Resource Materials, *Secondary Grades, *Student Projects, *Vocational Education
Identifiers—*Quinmester Program
The course is designed for students, grades 10 to 12, with vocational aspirations in the field of interior design or in related fields. An individualized approach is used, and behavioral objectives are specified. The course outline cites independent study guidelines, career projects, design projects, decorating projects, construction and do-it-yourself projects, research and problem solving projects, and evaluation as the main areas of concern. The body of the document is divided into three vertical columns presenting suggested content ideas, learning opportunities, and resources. A four-page bibliography and examples of evaluation and project forms are included. (AG)

ED 095 350 CE 001 907
Advanced Electronics Systems 1, Industrial Electronics 3: 9327.03.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—27p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Behavioral Objectives, Certification, *Communications, *Course Content, Course Organization, *Curriculum Guides, *Electronics, Grade 12, Secondary Grades, Technical Education, Transistors
Identifiers—*Quinmester Program, Troubleshooting
The 135 clock-hour course for the 12th year consists of outlines for blocks of instruction on transistor applications to basic circuits, principles of single sideband communications, maintenance practices, preparation for FCC licenses, application of circuits to advanced electronic systems, nonsinusoidal wave shapes, multivibrators, and blocking and shock-excited oscillators. Behavioral objectives are specified. A 26-item bibliography of references and films is included together with a posttest sample. (AG)

ED 095 351 CE 001 908
Resonant Circuits and Introduction to Vacuum Tubes, Industrial Electronics 2: 9325.03. Course Outline.
Dade County Public Schools, Miami, Fla.
Pub Date 71

Note—36p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Behavioral Objectives, *Course Content, Course Organization, *Curriculum Guides, *Electric Circuits, *Electronics, Grade 11, Secondary Grades, Technical Education
Identifiers—*Quinmester Program, Vacuum Tubes
The 135 clock-hour course for the 11th year consists of outlines for blocks of instruction on series resonant circuits, parallel resonant circuits, transformer theory and application, vacuum tube fundamentals, diode vacuum tubes, triode tube construction and parameters, vacuum tube tetrodes and pentodes, beam-power and multisection tubes, and multigrid and special purpose tubes. Behavioral objectives are listed. A 19-item bibliography of references and films is included together with a posttest sample. (AG)

ED 095 352 CE 001 909
Osborn, William C. Kraemer, Ronald E.
Development and Evaluation of a Pre-School Study Manual for Drill Sergeant Candidates. Professional Paper No. 5-74.
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.
Report No—HumRRO-PP-5-74
Pub Date Apr 74
Note—16p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Curriculum Development, *Manuals, *Military Training, Program Evaluation, Questionnaires, Research, *Study Guides
Identifiers—*Army, Drill Sergeants
Research was conducted to develop and evaluate study materials that would help prospective drill sergeant candidates prepare for drill sergeant school. A study manual containing relevant readings, study objectives, and self-tests was prepared. Diagnostic exams were developed and used to evaluate the achievement of a class of drill sergeant candidates who used the manual in their pre-school study program. Results showed that men using the manual demonstrated only slightly higher learning than those who did not use it. Failure to study may be the cause, which suggests that low motivation may be a problem. The report suggests allowing the men more time for monitored study, establishing a minimum qualifying score for entry to the school, and using the diagnostic exams to screen potential candidates. (Author)

ED 095 353 CE 001 910
Curry, Clarence
Attitudes Affecting Turnover of Navy Civilian Employees. Technical Report No. 2.
Carnegie-Mellon Univ., Pittsburgh, Pa. Graduate School of Industrial Administration.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Pub Date Mar 74
Note—49p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Employee Attitudes, Job Analysis, *Job Satisfaction, Labor Problems, *Labor Turnover, Occupational Surveys, Questionnaires, Work Attitudes
Identifiers—*Navy
Survey data of employee attitudes from a large sample of U. S. Navy civilian employees is examined for links with employee turnover. Factor analysis is used to reduce the data to a smaller set of underlying variables. Regression analysis is then used to explore the relationship between turnover and attitudinal factors, organization size, and time. Factors found to be significantly connected with turnover were employee services, satisfaction with subordinates, policy toward subordinates, union management relations, and job satisfaction/morale. (Included are a 26-item bibliography and two appendixes.) (Author)

ED 095 354 CE 001 911
Study of the Subarea Approach to Health Manpower Planning.
Comprehensive Health Planning, Inc., Chicago, Ill.
Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.
Pub Date [73]
Note—99p.
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—Community Health Services, Community Involvement, Community Programs, Community Role, Educational Planning, *Health Needs, *Health Occupations Education, *Manpower Needs, *Manpower Utilization, *Program Planning, Questionnaires
Identifiers—*Health Delivery Systems
Recognizing the need for a health manpower planning system that would insure the recruitment, training, utilization, and retention of area residents as skilled providers of health care, Comprehensive Health Planning, Inc., Metropolitan Chicago (CHP), and the West Side Health Planning Organization (WSHPO) embarked on a 1-year project to demonstrate the feasibility of Health Manpower Planning. The project concentrated on the allied health fields, establishing a two-phase work program of data gathering and project implementation. Twelve cooperative goals were established and methods and procedures determined. Major areas of concern were: (1) utilization and attrition, (2) hospital training programs, (3) college level education programs, and (4) counseling and recruitment. Two major barriers to effective planning were a need for further cooperation between health care facilities and academic institutions, and educating the community to the opportunities in the health fields. Two conferences addressed these problems, and 10 recommendations for further cooperative planning were outlined. Four new programs growing out of this project are described to demonstrate the need for a coordinating agency in a comprehensive health care delivery system. An 80-page appendix offers survey instruments and five project working papers. (JC)

ED 095 355 CE 001 913
Campbell, Robert E. And Others
Career Guidance: A Handbook of Methods.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 73
Note—421p.
Available from—Charles E. Merrill Publishing Company, Columbus, Ohio 43216 ($12.50)
Document Not Available from EDRS.
Descriptors—Abstracts, *Career Education, *Educational Methods, *Guidance, Guidance Objectives, Guidance Programs, Instructional Materials, *Methods Research, Occupational Guidance, Vocational Counseling
Identifiers—Career Guidance
The book describes over 600 current career guidance methods, some of which have been subjected to rigorous evaluation. Designed to allow quick access to information needed to solve highly specific problems, the book describes important and potentially useful methods applicable to career guidance that are currently in practice or in the experimental/developmental stage. The methods are organized according to selected criteria, and a conceptual framework is provided for selecting methods appropriate for meeting specific guidance goals with specific student populations. Besides presenting a number of distinct guidance approaches, the book provides information about specific steps needed to design applications of those approaches for a particular guidance setting. Models and procedural guidelines for developing a total career guidance program are also provided. The authors identify gaps and discrepancies in career guidance methods. The methods are considered according to their appropriate educational level, particular target groups, and type. Abstracts of the methods reviewed comprise approximately 150 of the document's pages. An abstract method index and general index are included together with a 20-page list of references. (Author/AG)

ED 095 356 CE 001 914
Dickinson, Gary
Teaching Adults: A Handbook for Instructors.
Pub Date 73
Note—112p.
Available from—New Press, 553 Richmond St. W, Toronto, Canada M5V 1Y6 ($4.95)
Document Not Available from EDRS.
Descriptors—*Adult Education, *Adult Educators, *Adult Learning, Course Organization, *Educational Planning, Evaluation, *Guides, Instructional Materials, Teacher Education, *Teaching Procedures
The book is designed to assist instructors of adults, particularly those who are part-time and beginning, in managing their educational programs effectively. It is written to be understood by instructors who may not have a background of training in education or who have a limited amount of time available to acquire teaching skills. The five chapters deal with: the nature of adult learning; those characteristics of the adult that influence his learning; the process of course planning; principles and techniques of instruction; and evaluation of adult learning. Quizzes before and after each chapter enable the reader to assess his personal weaknesses and evaluate his progress. Specific references are listed at the end of chapter and a general bibliography is provided for further study. (Author/AJ)

ED 095 357 CE 001 915
Sweezy, Eldon E. And Others
Feasibility Study of a Voluntary National Certification System for Allied Health Personnel. Final Report (Parts I and II).
Institute of Public Administration, New York, N.Y.; Nathan (Robert R.) Associates, Inc., Washington, D.C.
Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.
Pub Date 31 Mar 74
Note—183p.
EDRS Price MF-$0.75 HC-$9.00 PLUS POSTAGE
Descriptors—Attitudes, *Certification, Estimated Costs, *Feasibility Studies, Financial Support, *Government Role, *Health Personnel, National Organizations, *National Programs, National Surveys, Organization, Planning, Professional Associations, Voluntary Agencies
Identifiers—Allied Health Personnel
The objective of the study was to determine the feasibility of implementing a national voluntary system of certification of allied health personnel; specifically addressed were questions of the soundness of the concept, the readiness of the various professional groups to accept such a concept, the functions and responsibilities which would be assigned to such a system, and the expected costs of developing such a system and sources for providing necessary resources. A structured, intensive analysis of the data obtained in a series of in-depth interviews with key individuals in professional associations and registry groups, and others with a potential interest, focused on organizational factors and certification practices to clarify the potential values and problems of a national system; possible alternative approaches were defined, and a series of feedback seminars held. The major conclusion is that a system, national in scope and based on voluntary collaboration of certifying bodies, is feasible. Four acceptable alternatives exist among the various courses open to the Department of Health, Education, and Welfare. To implement the recommendations made by the study, governmental support of a small interim secretariat is suggested. (AJ)

ED 095 358 CE 001 916
Prophet, Wallace W. Caro, Paul W.
Simulation and Aircrew Training and Performance.
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.
Report No—HumRRO-PP-4-74
Pub Date Apr 74
Note—15p.; Paper presented at the Conference on Aircrew Performance in Army Aviation (Fort Rucker, Alabama, November, 1973)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Flight Training, Military Training, Simulated Environment, *Simulation, Simulators, *Training Techniques
Identifiers—Army
This paper outlines some major areas of use of simulation in Army Aviation and comments on current research. Equipment development, crew performance studies, concept development and training are discussed. Only in the training area has the Army made substantial progress. A broad program of simulation research with emphasis on engineering and behavior is suggested toward the

goal of improving aircrew performance. There are significant simulation research problems unique to the Army which need to be worked out. (Author)

ED 095 359 CE 001 917
Cost Variations in Driver Education: A Survey of 67 Public School Programs.
New York State Office of Education Performance Review, Albany.
Pub Date Apr 74
Note—33p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Cost Effectiveness, *Driver Education, Educational Accountability, Educational Assessment, *Educational Finance, *Expenditure Per Student, Expenditures, Program Costs, Program Evaluation, *State Programs, State Surveys
Identifiers—New York State
Driver Education is one of the most expensive courses on a per pupil basis offered in secondary schools. In order to assess the magnitude of driver education in New York State, and to evaluate the various methods and approaches used to teach the course, the Office of Education Performance Review surveyed 67 driver education programs offered at various school districts throughout the State. The wide variation in driver education costs--from $49 to $362 per pupil--is attributable to the method and approach used to teach the course. Driver education taught using the dual control method during the regular school day cost an average of $162 per pupil. The same course taught at a time other than during the regular school day cost an average of $93, making the regular school day program $69 or 74 percent more costly. Costs could be greatly reduced by scheduling driver education programs before or after the regular school day, on Saturdays, or as a summer program, and contracting with a commercial driving school for the laboratory portion. An appendix lists cost and enrollment data for all 67 programs. (MW)

ED 095 360 CE 001 923
Bluestone, Barry And Others
Low Wages and the Working Poor: Policy Papers in Human Resources and Industrial Relations 22.
Michigan Univ., Ann Arbor. Inst. of Labor and Industrial Relations.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Pub Date Jul 73
Note—228p.
Available from—Institute of Labor and Industrial Relations, 401 Fourth Street, Ann Arbor, Michigan 48103 ($4.95 paper, $9.95 cloth)
Document Not Available from EDRS.
Descriptors—*Economically Disadvantaged, Educational Disadvantagement, Employees, Geographic Location, Health, Industrial Personnel, Labor Economics, *Low Income Groups, Migration, *Policy Formation, Poverty Programs, *Poverty Research, Salary Differentials, Special Health Problems, *Statistical Analysis, Unskilled Workers, Wages
Identifiers—Working Poor
The purpose of the study is to begin a detailed investigation of the low-paid work force and to focus attention on the determinants of low-wage employment, by dissecting the various forces that contribute to the determination of wage levels for full-time full-year workers. The question is whether low-wage poverty can be eliminated by upgrading the health, skill, and education of the poor, or whether more fundamental changes in the social and economic environment are necessary. The study is divided into ten chapters in three broad categories. Part One examines poverty strategies and wage theory. Part Two, the longest section of the study, explores the dimensions of the problem and puts forth findings on its correlates: education level as it relates to wage rate across occupational groups and its effect on earnings between occupational categories and between industries; geographical location; and migration and health. Part Three summarizes the findings presented in Part Two, and discusses implications for new policy directions. Appended are supplementary data tables, definitions, and data sources. (Author/AJ)

ED 095 361 CE 001 924
Everything You Ever Wanted to Know About Manpower.
National Association of Counties, Washington, D.C. Research Foundation.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Pub Date 73
Note—36p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Cooperative Planning, Coordination, Evaluation Techniques, Federal Aid, *Federal Legislation, *Federal Programs, Flow Charts, Management Development, *Manpower Development, Manpower Needs, *Manpower Utilization, Performance Criteria, Performance Specifications, *Program Planning, Regional Planning
Identifiers—Comprehensive Employment and Training Act of 1973
A brief guide to the "new profession" of manpower planning (the allocation of very limited resources for the delivery of a wide range of possible services), this report contains information about the Comprehensive Employment and Training Act of 1973 (CETA) and serves as an outline, or planner's primer, for manpower planning. Eligibility for CETA, the services offered, and forbidden activities under the 1973 Act are discussed. The planner's primer covers topics such as problem analysis, the planner's staff and its responsibilities, developing a plan, charter for multi-county consortia (counties banding together with a charter detailing organization and duties), manpower delivery, a manpower planning evaluation formula, a list of planning sources, a logical sequence of planning steps, and a three-year staff output schedule. Flowcharts are included. (NH)

ED 095 362 95 CE 001 926
Johansson, Charles B.
Technical Aspects: Problems of Scale Development, Norms, Item Differences by Sex, and the Rate of Change in Occupational Group Characteristics (Revised February 6, 1974).
Aries Corp., Minneapolis, Minn.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 13 Dec 73
Contract—OEC-0-72-5240
Note—60p.; For related documents see CE 001 927 through 935; Draft
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Career Choice, Equal Opportunities (Jobs), *Interest Research, *Interest Scales, *Interest Tests, Occupational Choice, Sex Differences, *Sex Discrimination, Sex Stereotypes, *Vocational Interests
Identifiers—Sex
The scope of the paper is to review the two major interest inventories, exploring the nuances and complexities of the technical aspects in their development, their item sampling, norming, scoring, reporting of results, and changing patterns of interests in relation to the differential treatment of sexes; and to suggest guidelines to eliminate or alleviate any potential sex biasing factors. Using the operational definition of sex bias as any factor that may influence a person to limit career opportunities solely on the basis of gender, these areas are explored and the following recommendations, among others, made: Interest inventories should not have separate forms of the instrument for males and females, and the same set of items should be used for both, with care that an item is not inherently more applicable to one gender than the other; in the development of externally based scales, every effort should be made to collect adequate samples of males and females for each occupation represented on the inventory's reporting of results; and caution should be exercised against differentially including items that represent non-valid sex differences. (AJ)

ED 095 363 95 CE 001 927
Harris, Jo Ann
Sex Bias and Computer-Based Guidance Systems.
Aries Corp., Minneapolis, Minn.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 73
Contract—OEC-0-72-5240
Note—55p.; For related documents see CE 001 926 and CE 001 928 through 935; Draft
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Career Choice, *Career Planning, Computer Oriented Programs, *Computer Programs, Equal Opportunities (Jobs), Occupational Choice, Occupational Guidance, Occupational Information, Sex Differences, *Sex Discrimination, *Sex Stereotypes, *Vocational Counseling
Identifiers—*Computer Assisted Guidance, Sex
All materials which could be acquired from the five leading computer-based guidance systems were read and evaluated for sex bias or fairness. Such analysis was done within the framework of six categories: interactive dialogue, data files, the computer program, on and off-line interest inventories, audio-visual support materials, and printed support materials. Relatively little was found which indicates serious sex bias. The descriptive content of the data files seems to have high potential for problems. The degree of sex bias or fairness which interest inventories have will have serious implications for the scope of a student's vocational exploration in systems which make use of such instruments to suggest or guide exploration. Supporting visual materials or community visitation programs can also be a source of subtle sex bias. (Author)

ED 095 364 95 CE 001 928
Gump, Janice Porter Rivers, L. Wendell
The Consideration of Race in Efforts to End Sex Bias.
Aries Corp., Minneapolis, Minn.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 73
Contract—OEC-0-72-5240
Note—50p.; For related documents see CE 001 926 and 927 and CE 001 929 through 935, Draft
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Equal Opportunities (Jobs), Interest Research, *Interest Scales, *Interest Tests, *Occupational Aspiration, Occupational Choice, Occupational Surveys, Personal Interests, *Racial Discrimination, Racial Distribution, Racial Factors, Sex Differences, *Sex Discrimination, Sex Stereotypes, Test Bias, Vocational Interests
Identifiers—Sex
The paper examines the need for sex fairness efforts for minority women (particularly black women), and relates those needs to the measurement of vocational interests. Much data is presented portraying the black woman as more likely to enter the labor force, more interested in doing so, more likely to work full time and continuously, and more necessary to the financial welfare of her family than her white counterpart. It is equally true that black women choose occupations traditional for women, are motivated perhaps more by a sense of responsibility than by achievement need, are much more traditional in their sex-role attitudes; thus, concern for the occupational options of white women can be no less directed towards them than towards any other women. An examination is presented of some of the technical aspects of the problem of preparing assessment instruments for minority group examinees in order to emphasize the need for further work in this area. The basic contention is that there may be a discontinuity or mis-match between the interest structures developed from the background of minority females and those possessed by the criterion groups used to validate an interest scale. (Author/AJ)

ED 095 365 95 CE 001 929
Hansen, Jo-Ida C.
Costs of Developing Interest Inventories and Implications for Change.
Aries Corp., Minneapolis, Minn.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 1 Feb 74
Contract—OEC-0-72-5240
Note—34p.; For related documents see CE 001 926-928 and CE 001 930-935, Draft
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Costs, Federal Aid, *Financial Needs, Financial Support, Interest Research, *Interest Scales, *Interest Tests, Private Financial Support, Racial Discrimination, Sex Differences, *Sex Discrimination, Sex Stereotypes, Test Bias, Vocational Interests
The paper surveys the costs of interest-inventory revision and concludes that, ultimately, the elimination of sex bias in career interest invento-

ries will depend on project funding. After the issues of criterion sample, item pool, instructional orientation, interpretation, and legality have been settled, researchers and publishers will have the guidelines necessary for removing, or at least minimizing, sex bias in the use and interpretation of interest inventories. Then attention must focus on the issue of finances. Funding must include a yearly $75,000 to $80,000 allowance for personnel. Construction of one empirical occupational scale costs $1,900 to $2,000, complete revision of an interest inventory costs a minimum of $270,000, with publishing expense bringing the total to $385,000. Three years is the absolute minimum estimate for a complete revision. Financial support for researchers must increase. Possible funding sources include publishers, universities, and scoring services; Federal government; professional organizations; and special interest groups. (Author/AJ)

ED 095 366 95 CE 001 930
Fitzgerald, Laurine E. Fisher, B. Jeanne
Legal Issues: Status Report.
Aries Corp., Minneapolis, Minn.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date Feb 74
Contract—OEC-0-72-5240
Note—21p.; For related documents see CE 001 926-929 and CE 001 931-935, draft
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Career Choice, *Civil Rights Legislation, *Equal Opportunities (Jobs), Interest Scales, *Interest Tests, Laws, Legal Problems, Legal Responsibility, Legislation, Occupational Aspiration, Occupational Choice, *Sex Discrimination, Test Bias, Vocational Interests
Identifiers—*Legal Issues
The paper provides information concerning legal issues relating to sex bias which may be inherent in the present popular usage of standardized interest measurement instruments, focusing on current laws and guidelines, and the possible implications of judicial decisions which relate to sex bias and interest testing in education and employment settings. No test case has included or noted interest measurement instruments; employing the method of "doctrine of analogy," however, inferences regarding the legal issues have been drawn. To the extent that interest inventories support stereotypic sex and occupational linkages or restrictions, the tests are biased; should a sex-biased instrument discourage an applicant from educational or employment opportunity, or be used in a negative decision in the case of the applicant because of differentiating scales or inappropriate sex-based normative data, then it would appear that the spirit of the law was denied. Two remedies seem clearly indicated: (1) revision, with greater specificity regarding the use of interest tests and the applicant's stake in the decision-making process, of extant guidelines supporting law, and greater specificity within guidelines to be developed to support Title IX of the Education Amendments; (2) the development of future laws should definitively state the dimensions of concern. (Author/AJ)

ED 095 367 CE 001 931
Birk, Janice M.
Reducing Sex Bias--Factors Affecting the Client's View of the Use of Career Interest Inventories.
Aries Corp., Minneapolis, Minn.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date Mar 74
Contract—OEC-0-72-5240
Note—49p.; For related documents see CE 001 926-930 and CE 001 932-935, draft
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Career Choice, Career Planning, Counseling, Counselors, Equal Opportunities (Jobs), Interest Research, Interest Scales, *Interest Tests, Occupational Choice, Occupational Guidance, Sex Differences, *Sex Discrimination, *Sex Stereotypes, Test Bias, *Vocational Counseling, *Vocational Interests
Identifiers—Sex
Research related to the issues of sexual bias in the use of interest inventories is reviewed, particularly from the client's view of the career exploration process. Since counselors refer to manuals and interpretive materials to obtain norming information and guidelines for score interpretation, these sources are examined and found to contain both explicit suggestions and subtle implications which, if followed by the counselor, could have deleterious effects on their women clientele. Recommended changes for manuals and interpretive materials are aimed at maximizing the counselor's effective use of interest inventories on the client's behalf. It is a complex issue, since other factors interact with interest inventory results; corrective interventions suggested include: (1) alter prevocational experiences to maximize the range of interests and aspirations; (2) examine the development of interests, particularly women's vocational goals; (3) provide counselors with an awareness of sex roles and strategies to counter stereotypes, through workshops; and (4) revise interest measures. High priority is given to the immediate revision of inventory manuals. (Author/AJ)

ED 095 368 95 CE 001 932
Tanney, Mary Faith
Face Validity of Interest Measures: Sex Role Stereotyping.
Aries Corp., Minneapolis, Minn.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 74
Contract—OEC-0-72-5240
Note—25p.; For related documents see CE 001 926-931 and CE 001 933-935, Draft
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Career Choice, Career Planning, Equal Opportunities (Jobs), *Interest Research, Interest Scales, *Interest Tests, Occupational Choice, Sex Differences, *Sex Discrimination, *Sex Stereotypes, Test Bias, Test Validity, *Vocational Interests
Identifiers—Sex
In this paper an attempt was made to search the literature for studies which would indicate whether or not sex-role stereotyping (via language) has been examined for its impact on people who take interest measures. A careful scrutiny revealed no empirical data to evaluate the hypothesis that the linguistic structure of items does or does not influence results on career interest inventories. Conclusions drawn from other fields (applied sociolinguistics, social psychology, clinical psychology) strongly support the need for the linguistic aspect of inventories to be examined via a series of studies. The American Psychological Association and National Vocational Guidance Association guidelines for the construction of tests and for career information materials also support the need for such a series of studies in the interest of insuring unbiased tests. (Author)

ED 095 369 95 CE 001 933
Verheyden-Hilliard, Mary Ellen
The Use of Interest Inventories with the Re-Entering Woman.
Aries Corp., Minneapolis, Minn.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 74
Contract—OEC-0-72-5240
Note—47p.; For related documents see CE 001 926-932 and CE 001 934-935, draft
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Career Choice, Counseling, Counselors, Equal Opportunities (Jobs), Females, Interest Research, Interest Scales, *Interest Tests, Literature Reviews, *Middle Aged, Occupational Choice, Occupational Guidance, Older Adults, Sex Differences, *Sex Discrimination, Sex Stereotypes, Test Bias, *Vocational Counseling, *Vocational Interests, Working Women
Identifiers—Reentry Workers
The study, a literature review, examines the critical factors affecting re-entry women's access to jobs and their chances of obtaining and retaining work at a level appropriate to their capacities. An examination of the re-entry woman deals with socialization and self-concept, changing attitudes, and new expectations. Bias against women among the professionals to whom they turn for aid is documented, and the potential danger of placing a sex-fair interest inventory in the hands of a sex-biased counselor is pointed out. New concepts concerning the re-entry woman as student, in the work force, as family member, and as achiever are cited and recommended to counselors interpreting interest inventories. The discrimination against women desiring training for a second career is discussed. The paper examines selected material from various inventories as examples that are seen to affect the usefulness of an interest inventory in relation to the reentering woman. Language, items, instructions, and interpretive materials are discussed, and recommendations are made for each area, as well as for counselor education and for research. (AJ)

ED 095 370 95 CE 001 934
Cole, Nancy S. Hanson, Gary R.
Impact of Interest Inventories on Career Choice.
Aries Corp., Minneapolis, Minn.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 74
Contract—OEC-0-72-5240
Note—37p.; For related documents see CE 001 926-933 and CE 001 935, Draft
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Career Choice, Equal Opportunities (Jobs), Females, Interest Research, Interest Scales, *Interest Tests, *Job Satisfaction, Occupational Choice, Occupational Guidance, Predictive Validity, Self Concept, *Sex Differences, Sex Discrimination, Test Bias, Test Validity, *Vocational Counseling, *Vocational Interests
Men and women are not now similar in all their likes and dislikes, but it is an unanswered question as to which of those dissimilarities are directly related to job satisfaction or dissatisfaction. Basically, the sex difference problem raises an issue which is emphasized throughout the paper: that the goal of interest measurement is to predict job satisfaction because the methodology and validation of interest measurement are only indirectly related to that goal. New problems for interest measurement--the question of applicability to women of approaches based on men, and the questions raised by the current dramatic break in the socialization process of women--are examined in terms of the two types of interest measurement surveyed, one of which relies on stable socialization and is heavily tied to the past; the other does not take into account the experiential effect on interests. The contemporary view of career guidance emphasizes continuing exploration of career and self, and appropriate use of interest inventories with women may lead to focused exploration in totally new areas. Interest inventories should no longer be merely reported, they should change behavior. (Author/AJ)

ED 095 371 95 CE 001 935
Harmon, Lenore W.
Technical Aspects: Problems of Scale Development, Norms, Item Differences By Sex, and the Rate of Change in Occupational Group Characteristics.
Aries Corp., Minneapolis, Minn.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 74
Contract—OEC-0-72-5240
Note—44p.; For related documents, see CE 001 926-934, Draft
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Career Choice, Equal Opportunities (Jobs), Interest Research, Interest Scales, *Interest Tests, Measurement Techniques, Occupational Choice, Sex Differences, *Sex Discrimination, Sex Stereotypes, Test Bias, *Test Construction, *Test Reliability, *Test Validity, Vocational Interests
Identifiers—Sex
The paper considers how the technical aspects of interest measurement can contribute to sex bias and suggests guidelines for evaluating interest inventories for sex bias and for developing interest inventories which minimize sex bias. An overview is given of interest measurement techniques: in selecting a pool of items, developing scales, and norming the scales. The issues raised at each step are surveyed. Interpretive practices are briefly discussed. Suggestions are offered for minimizing sex bias at each of the three major technical steps in developing a new interest inventory, and for its interpretation. Twelve specific guidelines are presented in summary, including these: The content of interest inventory items should not imply that any occupation or ac-

tivity is more appropriate for one sex than for the other; scores on the same scales should be available for both men and women; norm groups for occupational scales should contain men and women in equal proportions or the effects of both groups should be statistically equalized; published interpretive materials should indicate clearly that sex norms for homogeneous scales do not imply anything about the predictive validity of the scales. (AJ)

ED 095 372 CE 001 936
Harris, Jo Ann Tiedeman, David V.
The Computer and Guidance in the United States: Past, Present, and a Possible Future.
Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Report No—Info-Ser-2
Pub Date 74
Note—25p.; A paper prepared for the Symposium on Computer-Based Counseling, 18th Congress, International Association of Applied Psychology (Montreal, Quebec, July 31, 1974)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Career Choice, *Computer Oriented Programs, *Decision Making, *Secondary School Students, Success Factors, *Vocational Counseling
Identifiers—Computerized Vocational Information System, CVIS, DISCOVER, Information System for Vocational Decisions, ISVD
In presenting the state of the art of the computer in guidance programs, it is maintained that there are many potential uses for computers in career decision making. Four types of computer-involved guidance systems were in use in 1970: indirect inquiry systems, direct inquiry systems without system monitoring, direct inquiry with system monitoring, and direct inquiry with system and personal monitoring. Of the 25 to 30 systems existing then, only five remain. They are direct inquiry systems, and all but one are directed to secondary school students. They are cost feasible, use standard terminal equipment, and specialize in providing career decision making information, retrieval, sorting, and synthesis. DISCOVER is the newest computer-based guidance system under development in the United States. It differs from other systems in objectives, functions, and population. Further developments in the field are anticipated involving self-initiated, self-directing, self-correcting learning, based on the theory that only each man can help himself. (AG)

ED 095 373 CE 001 937
Carp, Frances M., Ed.
Retirement.
National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date 72
Note—416p.
Available from—Behavioral Publications, 2852 Broadway--Morningside Heights, New York, New York 10025 ($16.95)
EDRS Price MF-$0.75 HC-$19.80 PLUS POSTAGE
Descriptors—Adjustment (to Environment), Anthropology, Economics, Federal Government, *Interdisciplinary Approach, Medicine, *Models, Psychiatry, Psychology, *Retirement, Sociology, Theories
This comprehensive look at retirement as a transitional life stage was instituted by the Federal Government in order to initiate theory building in this much neglected area. Conferences participated in by experts were held at intervals so as to maximize interactive thinking. Following this give and take, participants formulated theoretical models based on available research findings which were in turn criticized by other experts and re-worked by the authors. The models which emerged are contained in this volume and constitute the most complete analysis of the retirement process currently available. The chapters were written in non-technical style by eminent investigators from anthropology, economics, medicine, psychiatry, psychology and sociology. Titles of the 12 chapters are: "Retirement as a Transitional Life Stage," "An Analytic Model for the Sociological Study of Retirement," "Developmental Conceptions and the Retirement Process," "An Anthropological View of Retirement," "A Life-Cycle Perspective: Public Policies for Later Life," "Retirement Strategy in an Evolving Society," "Lay Observations on Retirement," "Adjustment to Retirement: Substitution or Accommodation?" "Adaptation to Loss of Work," "Ego Psychological and Developmental Approaches to the 'Retirement Crises' in Men," "Some Potentialities of a Life-Cycle Approach to the Study of Retirement," and "Beyond Retirement." (Author/EA)

ED 095 374 CE 001 938
Introduction to Machine Tool Technology, Machine Shop Work--Intermediate: 9555.01.
Dade County Public Schools, Miami, Fla.
Pub Date Dec 72
Note—27p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Behavioral Objectives, Bibliographies, Course Content, *Curriculum Guides, Machine Tools, *Measurement, Measurement Instruments, Safety Education, Safety Equipment, *Secondary Grades, *Shop Curriculum, Technical Education, Trade and Industrial Education, Vocational Education
Identifiers—Machine Shop, *Quinmester Program
The course outline has been prepared as a guide to assist the instructor to plan systematically and to present meaningful lessons programmed to meet the necessary training needed by the machine shop student. A beginning course, the four blocks of instruction contained in the outline are designed to enable the student to obtain the manipulative skills and related knowledge necessary to understand and use measuring instruments and layout tools correctly, safely, and productively. The course consists of 135 clock hours. A three-page bibliography is included, and a posttest with answer key is appended. (Author/AJ)

ED 095 375 CE 001 939
Bench Work and Support Operations, Machine Shop Work--Intermediate: 9555.02.
Dade County Public Schools, Miami, Fla.
Pub Date Dec 72
Note—24p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Behavioral Objectives, Bibliographies, Course Content, *Curriculum Guides, *Machine Tools, *Secondary Grades, *Shop Curriculum, Technical Education, Trade and Industrial Education, Vocational Education
Identifiers—Machine Shop, *Quinmester Program
The course outline has been prepared as a guide to assist the instructor to plan systematically and to present meaningful lessons programmed to meet the necessary training needed by the machine shop student who has completed an introductory course in machine tool technology. The five blocks of instruction contained in this outline are designed to enable the student to obtain the manipulative skills and related knowledge necessary to understand and use drills, threading tools and equipment, power saws, and tool grinders correctly, safely, and productively. The course consists of 135 clock hours. A three-page bibliography is included, and a posttest and answer key are appended. (Author/AJ)

ED 095 376 CE 001 940
Shaper and Milling Machine Operation, Machine Shop Work 2: 9555.04.
Dade County Public Schools, Miami, Fla.
Pub Date 73
Note—34p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Behavioral Objectives, Bibliographies, Course Content, *Curriculum Guides, *Machine Tools, *Secondary Grades, *Shop Curriculum, Technical Education, Trade and Industrial Education, Vocational Education
Identifiers—Machine Shop, *Quinmester Program
The course outline has been prepared to assist the student in learning the basic skills and safety for shaper and milling operations. The course presents the various types of machines, work holding devices, cutting tools and feeds and speeds, and instruction designed to enable the student to obtain the manipulative skills and related knowledge necessary to understand and use correctly the machinery and tools. A three-page bibliography is included, and a 15-page posttest with answer key is appended. (Author/AJ)

ED 095 377 CE 001 941
Sorter and Advanced Keypunch--Basic, Data Processing Technology: 8025.12.
Dade County Public Schools, Miami, Fla.
Pub Date Mar 73
Note—14p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Behavioral Objectives, Computers, Course Content, *Curriculum Guides, *Data Processing Occupations, Job Skills, Job Training, Office Machines, *Office Occupations Education, *Secondary Grades, Vocational Education
Identifiers—Key Punch Operation, *Quinmester Program
The course outline has been developed to assist instructors to plan for and teach a 9-week course in operating the sorter and in advanced keypunch techniques, preparing the student to perform as a keypunch operator trainee or sorter operator trainee. The first week of the course provides a short review of key punching principles. In the following weeks the student learns to operate the sorter in all modes, including alpha sorting, numeric sorting, block, selection, etc. The student also operates the keypunches with more advanced material under job conditions. Using the basic sorter text, the students first learn to operate the sorter and answer assignment sheets. They then are given projects to keypunch and sort in a simulation of actual working conditions. (Author/AJ)

ED 095 378 CE 001 942
Collator Operation--Basic, Data Processing Technology: 8025.13.
Dade County Public Schools, Miami, Fla.
Pub Date Mar 73
Note—14p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Behavioral Objectives, Computers, Course Content, *Curriculum Guides, *Data Processing Occupations, Job Skills, Office Machines, *Office Occupations Education, *Secondary Grades, Vocational Education
Identifiers—Collator Operation, Key Punch Operation, *Quinmester Program
The course outline guides the teacher in presenting to students the skills necessary to become proficient in the use of the collator. It is highly desirable for the student to have mastered introductory and advanced keypunch courses before beginning the collator operation course, which is one of a series of four preparing the student for employment using unit record equipment. The first week of the course reviews data processing principles, the purpose of the collator, and the operations it can perform. In the following 8 weeks the student learns control panel wiring principles and how to operate the collator in six general classifications. The course is designed for daily 1-hour meetings for 45 clock hours. The course outline consists of four blocks of instruction which are subdivided into several hours each. (Author/AJ)

ED 095 379 CE 001 943
Programming and Operations Lab 2--Intermediate, Data Processing Technology: 8025.24.
Dade County Public Schools, Miami, Fla.
Pub Date 73
Note—22p.; An Authorized Course of Instruction for the Quinmester Program. For Part 1, see CE 001 944
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Accounting, Behavioral Objectives, Computer Science, *Computer Science Education, *Course Content, *Curriculum Guides, *Data Processing, Junior Colleges, Programers, Secondary Grades, Technical Education
Identifiers—*Quinmester Program
The following course outline has been prepared as a guide to help the student develop the skills and understanding to succeed in the field of data processing. Operating principles will be studied further and applied with testing and debugging programs. Payroll processing is used to present the students with programing problems and responsibilities of both programers and operators. A prerequisite for the course is Programing and Operations Lab 1. The 90 clock hours course consists of six blocks of instruction (orientation,

computer system operations, billing and accounts receivable, documentation, testing and debugging techniques, and employment opportunities) which are further broken down into several units each. Specific block objectives, a course outline, course goals, a 12-item bibliography, and an appendix of Quinmester posttest items and an answer key are included. (Author/BP)

ED 095 380 CE 001 944
Programming and Operations Lab 1--Intermediate, Data Processing Technology: 8025.23.
Dade County Public Schools, Miami, Fla.
Pub Date Nov 72
Note—24p.; An Authorized Course of Instruction for the Quinmester Program. For Part 2, see CE 001 943
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Behavioral Objectives, *Computer Science Education, *Course Content, *Curriculum Guides, Data Processing, *Electronic Data Processing, Information Processing, Junior Colleges, Payroll Records, Programers, Programing, Secondary Grades
Identifiers—*Quinmester Program
The following course outline has been prepared as a guide toward helping the student develop an understanding of operating principles and procedures necessary in processing data electronically. Students who have met the objectives of Designing the Computer Program should be admitted to this course. The class meets 2 hours per day for 90 clock hours. The course outline lists the information the student must learn. It is made up of 12 blocks of instruction (orientation, operating the central processor, peripheral units operation, file processing techniques, payroll application, validation of transactions, sort transactions, master file update run, payroll check print run, payroll reports run, employee responsibilities, and a Quinmester posttest) which are further broken down into several units each. Included are the course goals, specific block objectives, a course outline, a 12-item bibliography, and an appendix of Quinmester posttest samples and answer keys. (Author/BP)

ED 095 381 CE 001 945
Computer Communications and Operations--Intermediate, Data Processing Technology: 8025.21.
Dade County Public Schools, Miami, Fla.
Pub Date Nov 72
Note—23p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Behavioral Objectives, *Communications, Computers, Computer Science Education, *Course Content, *Curriculum Guides, *Data Processing, Input Output, Junior Colleges, Programers, Secondary Grades, Technical Education
Identifiers—*Quinmester Program
The following course outline is a guide which presents students with the basic programing and operation concepts for developing the skills necessary to become proficient in the area of computer communications and operation. The student must have met the objectives of Introduction to Computer Programming prior to enrollment in this course. The class meets 2 hours a day for 90 clock hours. The outline lists the information the student must learn. It is made up of 11 blocks of instruction (orientation, review of data processing fundamentals, system design, central processor, system units, files, flowcharting, program instruction categories, processing techniques, basic operating principles, and Quinmester posttests) which are broken down into several units each. Listed are the course goals, specific block objectives, a course outline, a 12-item bibliography, and an appendix of Quinmester posttest samples and answer keys. (Author/BP)

ED 095 382 CE 001 946
Designing the Computer Program--Intermediate, Data Processing Technology: 8025.22.
Dade County Public Schools, Miami, Fla.
Pub Date Nov 72
Note—18p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Behavioral Objectives, Case Studies, Computers, Computer Science Education, Course Content, *Curriculum Guides, *Data Processing, *Decision Making, Electronic Data Processing, Junior Colleges, *Problem Solving, Programers, Secondary Grades
Identifiers—*Quinmester Program
This course outline has been prepared to provide a practical foundation on which data problem solving can be based, and to discipline the student in the art of logical decision-making through lecture and practical case studies for applying the data processing concepts needed to become a programer. Skills and/or knowledge of processing data electronically are prerequisites of the course. This 90-hour course consists of six blocks of instruction (orientation, necessary basics, flowchart/block diagram, instructions, laboratory practice, and Quinmester posttests) which are further subdivided into several units each. Included are course goals, specific block objectives, a course outline, a five-item bibliography, and an appendix of Quinmester posttest samples and answer keys. (Author/BP)

ED 095 383 CE 001 948
Software Systems 1--Assembler, Generator and Utility Programs Lab--Advanced, Data Processing Technology: 8025.31.
Dade County Public Schools, Miami, Fla.
Pub Date Nov 72
Note—18p.; An Authorized Course of Instruction for the Quinmester Program. For Part 2, see CE 001 949
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Behavioral Objectives, Codification, Computers, Computer Science Education, Course Content, *Curriculum Guides, *Data Processing, *Electronic Data Processing, *Information Retrieval, Junior Colleges, Programers, Secondary Grades, Technical Education
Identifiers—*Quinmester Program
The course outline has been prepared as a guide toward helping the student develop an understanding of operating principles and procedures necessary in processing data electronically. Programing techniques and concepts are presented to the student in conjunction with problems he can more readily identify and work with in applying various techniques. A prerequisite to this course is Programing and Operations Lab 2. The class meets 2 hours per day for 90 clock hours. It consists of seven blocks of instruction (orientation, assembler programs, generator programs, utility programs, student information retrieval project, documentation, and a Quinmester posttest) which are further broken down into several units each. Also included are the course goals, specific block objectives, a course outline, a 12-item bibliography, and an appendix of Quinmester posttest samples and answer keys. (Author/BP)

ED 095 384 CE 001 949
Software Systems 2--Compiler and Operating Systems Lab--Advanced, Data Processing Technology: 8025.33.
Dade County Public Schools, Miami, Fla.
Pub Date Dec 72
Note—15p.; An Authorized Course of Instruction for the Quinmester Program. For Part 1, see CE 001 948
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Behavioral Objectives, *Codification, Computers, Computer Science Education, Course Content, *Curriculum Guides, *Data Processing, Junior Colleges, *Problem Solving, Programers, Secondary Grades
Identifiers—Cobol, *Quinmester Program
The course outline has been prepared as a guide to help the student develop the skills and knowledge necessary to succeed in the field of data processing. By learning the purpose and principles of compiler programs and operating systems, the student will become familiar with advanced data processing procedures that are representative of computer installations in the business community. The student will become familiar with other programing languages and will learn the Cobol programing language. A prerequisite to this course is Advanced Programing Techniques. The course consists of 90 clock hours and is made up of five blocks of instruction (orientation, compiler programs, operating systems, Cobol, and Quinmester posttests) which are further broken down into several units each. Also included are course goals, specific block objectives, a course outline, a 12-item bibliography, and an appendix of Quinmester posttests and answer key. (Author/BP)

ED 095 385 CE 001 951
Cooper, Signe W. *Byrns, Helene Hestad*
A Plan for Continuing Education in Nursing in Five North Central States (Michigan, Minnesota, Montana, North Dakota, and Wisconsin): A Proposal for Discussion and Action.
Wisconsin Univ., Madison, Univ. Extension.
Spons Agency—National Institutes of Health (D-HEW), Bethesda, Md. Div. of Nursing.
Pub Date Jan 73
Note—63p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Adult Education, Adult Education Programs, Cooperative Programs, Educational Coordination, Educational Needs, *Educational Planning, *Interstate Programs, Medical Education, Noncredit Courses, *Nursing, *Professional Continuing Education, *Regional Planning
The purpose of the paper is to provide recommendations and suggest approaches for the coordination of continuing education in the North Central States of Michigan, Minnesota, Montana, North Dakota, and Wisconsin. The document is directed to non-credit continuing education exclusively and does not consider inservice education within its scope. Distinguishing between felt and real learning needs in nursing education, the paper utilizes data based on health manpower statistics, random sample surveys of area nurses, and informal sessions with nursing groups. Regional developments and characteristics are reviewed and expressed concerns of area nurses discussed. The body of the document deals with specific recommendations to: (1) State master planning groups, (2) State boards of nursing and State nurses associations, (3) faculties of collegiate schools of nursing, (4) all schools of nursing, (5) all providers of continuing education in nursing, (6) employers, and (7) all nurses of the region. A number of the recommendations can be acted upon without funding; others depend on financial support. In conclusion, suggestions for implementing the recommendations are offered. (MW)

ED 095 386 CE 001 952
Household Hints for the Working Woman: With or Without Children.
Data Associates, Framingham, Mass.
Pub Date 74
Note—75p.
Available from—Data Associates, P.O. Box 882, Framingham, Massachusetts 01701 ($4.95)
Document Not Available from EDRS.
Descriptors—Consumer Education, *Consumer Science, Family Management, *Homemaking Skills, *Home Management, Money Management, Self Actualization, Skill Development, *Vocational Adjustment, Working Parents, *Working Women
The purpose of the report is the presentation of ideas and information to help the working woman save time, effort, and money. Chapter one offers suggestions for child care arrangements such as babysitters, transportation needs, and the possibilities for home employment. Chapter two includes shopping and specific management tips for both clothing and food. Chapter three presents hints for dealing with laundry problems, while chapter four deals with housework, offering recommendations regarding cleaning materials and methods, getting your house in order, making the most of space, easing cleaning chores and major cleaning jobs. A stain removal supplement and general index complete this "how-to" manual for the working woman. (MW)

ED 095 387 95 CE 001 953
Johnson, Susan E.
Proprietary Education: A Search of the Literature.
California Univ., Berkeley. Center for Research and Development in Higher Education.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 74
Note—31p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*Correspondence Schools, Educational Finance, *Literature Reviews, Private Schools, *Proprietary Schools, *Research Reviews (Publications), *Vocational Education, Vocational Schools

When the Federal Trade Commission began an all-out drive in the summer of 1973 to alert the public to pitfalls in enrolling in some vocational and correspondence schools, several significant facts became clear: 10,000 different residential and home-study vocational schools serve about 3.3 million students who pay from $350 to $2000 for a program, knowledge of these schools, their operations, and their students is practically nil. The paper examines all available studies, research reports, and publications relevant to proprietary schools, presenting their findings in summary form. Acknowledging that reliable information has only become available within the last three years, the report concludes that Federal interest in proprietary education has increased, funds are available for research, and that it is time to reexamine assumptions regarding vocational education's "stepchild," proprietary education. (Author/MW)

ED 095 388 CE 001 954

Ellenberg, Norman L.

Career Education Starter Kit: A Student-Centered Teaching Manual.

Pub Date 73

Note—112p.

Available from—Educational Properties Incorporated, 3303 Harbor Boulevard, Suite H-6, Costa Mesa, California 92626 (1-10 copies, $7.95 ea., 11-25 copies, $5.25 ea., 26 or more, $2.50 ea.)

Document Not Available from EDRS.

Descriptors—*Career Education, *Career Planning, Curriculum Guides, *Developmental Guidance, Guidance, Instructional Materials, Job Market, Job Placement, *Occupational Guidance, Secondary Grades, *Self Evaluation, Student Centered Curriculum, Vocational Counseling, Vocational Development, Work Attitudes

This informal manual was designed to reinforce the counselor's efforts in career education guidance by offering the student materials that are realistic and current. The student is expected to accept much responsibility for his career and lifestyle development through activities and questionnaires. Part one is directed toward self-evaluation utilizing a personal inventory checklist. Part two offers a quick survey of the working world, discussing monetary factors, values, and the rewards of work. Part three offers a deeper look into the working world considering the following topics: (1) researching how others decide on their life work, (2) an insider looks at his occupation--the private language--jargon, (3) formal and informal aspects of occupations, (4) tracing an occupational cluster, (5) how occupations fit in, and (6) job factors such as union membership, high-risk careers, etc. Part four deals with current changes in work attitudes such as male-versus-female job attitudes, significance of part-time jobs in career development, job obsolescence, homemaking as a career, the specifics of job-hunting, and the significance of job-satisfaction. A 14-page reference and resource list completes the document. (MW)

ED 095 389 CE 001 955

Communication Skills for Career Education: Junior High/Middle Schools.

Washington State Coordinating Council for Occupational Education, Olympia.

Pub Date 74

Note—72p.; Photographs may be marginally reproducible

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—*Career Education, Communication Skills, Consumer Education, *Curriculum Guides, Daily Living Skills, Instructional Aids, Instructional Materials, Job Skills, *Junior High Schools, Language Ability, *Language Arts, Language Skills, Middle Schools, *Student Centered Curriculum, Teacher Developed Materials, Work Attitudes

Identifiers—Career Awareness, World of Work

The teacher-developed guide attempts to establish a student-centered learning environment for the development of languaging capabilities through information and insights for students about themselves and the world of work. The flexibly arranged materials can be used as a one-semester course or as separate objectives and units within existing language arts courses. The progression of awareness moves through: (1) self-appraisal of traits, interests, skills, and information; (2) communication skills needed to acquire jobs and to perform on them; (3) other skills, attitudes, and relationships needed to acquire and hold jobs; (4) awareness of careers; and (5) relating new learnings to leisure time, consumer behavior, and home and community success. Teachers working in individualized programs will find that the units can be converted to learning activity packages. In this course an effort has been made to relate language to real experiences; students and teachers interact with one another, explore the uses of language, and learn through direct involvement. (Author/AJ)

ED 095 390 CE 001 956

Institutional Manpower Development and Training in New York State: Annual Report July 1, 1972 to June 30, 1973.

New York State Education Dept., Albany. Div. of Special Occupational Services.

Pub Date 30 Jun 73

Note—228p.

EDRS Price MF-$0.75 HC-$11.40 PLUS POSTAGE

Descriptors—*Annual Reports, Culturally Disadvantaged, *Disadvantaged Groups, Economically Disadvantaged, *Educational Programs, Job Skills, *Job Training, *Manpower Development, Program Administration, Program Development, Skill Obsolescence, Socially Disadvantaged, Tables (Data), Underemployed, Unemployed

Identifiers—*Manpower Programs, New York State

The report presents a review of institutional manpower training programs conducted in the State during the 1973 Federal fiscal year. Two major manpower training objectives are used for the basis of the report: to provide education, supportive services, and training opportunities for unemployed and underemployed individuals and to provide education and training to update the skills of individuals which have been made obsolete by automation or other technological development, foreign competition, relocations of industry, and shifts in labor market demands. The report covers institutional manpower training activities funded, developed, and supervised by the State Education Department's Manpower Bureaus. The report identifies major program goals, describes steps taken to achieve the stated objectives in both statistical and narrative forms, and presents recommendations for improvement of the programs reported. Six appendixes are included, one of which is a 100-page collection of tables listing projects approved and accompanying data. (Author/AG)

ED 095 391 CE 001 957

Luker, William A. And Others

Integrative Manpower-Economic Education: An Experiment in Curricular Change.

North Texas State Univ., Denton. Manpower and Industrial Relations Inst.; Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date Mar 74

Note—77p.

Available from—The Manpower and Industrial Relations Institute, N. T. Box 13644, Denton, Texas 76203 ($2.00)

EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Change Strategies, *Economic Education, *Educational Development, Educational Methods, Educational Objectives, *Educational Research, Inservice Teacher Education, Secondary School Teachers, Summer Institutes, *Teacher Education, Teaching Programs, Vocational Education, Vocational Maturity, *Work Attitudes

Identifiers—Texas, World of Work Economic Education, WOWEE

This study reports on a four-phase program to determine if secondary teachers, through a range of disciplines, can be made agents of manpower-economic information dissemination and attitudinal change. Four major hypotheses were tested in the program with these results: (1) pupils of teachers participating in the World of Work Economic Education (WOWEE) seminars or a summer institute showed significantly greater increases in their understanding of the world of work than pupils of non-participating teachers; (2) pupils of WOWEE teachers developed significantly greater increases in positive attitudes toward non-professional work modes than those of non-participating teachers; (3) pupils did not experience significantly greater increases in realistic attitudes toward non-professional work modes; and (4) no significant differences surfaced between cognitive and conative performances of pupils taught by summer institute participants and those taught by in-service participants. Two-thirds of the document consist of five appendixes which offer a program summary, two lists of participants, a list of study variables, and study instruments (social position index, job list, and tests). (NH)

ED 095 392 CE 001 958

Carpenter, James B.

Sensitivity of Group Job Descriptions to Possible Inaccuracies in Individual Job Descriptions. Interim Report, 1 Jan 73-31 Dec 73.

Air Force Human Resources Lab., Lackland AFB, Tex. Occupational Research Div.

Report No—AFHRL-TR-74-6

Pub Date Mar 74

Note—10p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Computer Programs, Data Analysis, Data Bases, Data Processing, *Job Analysis, Office Occupations, Reliability, Skill Analysis, *Statistical Analysis, *Task Performance, Validity

This study was designed to determine the relative impact of dichotomized task performance data compared to percent time-spent estimates for those members performing each task on the group job descriptions determined through application of the Comprehensive set of Occupational Data Analysis Programs (CODAP). Using groups identified by a routine application of the CODAP system, the percent members performing vector was found to correlate in the mid to high 90's with the percent time spent by a total group vector or group job description. These findings suggest that in groups of five or more individuals, dichotomized task performance data, which has previously been shown to have high reliability and validity, is the most critical component in the resultant group job description. Further possible time-spent inaccuracies in individual job descriptions would not be expected to cause major changes in the group job description since its unique contribution accounts for effectively less than 10 percent of the total variance. These results are consistent across different sized groups of varying homogeneity. This report will be of interest only to those agencies engaged in occupational data analyses employing the CODAP system. (Author)

ED 095 393 CE 001 960

Fisher, Allan H., Jr. And Others

Enrollment Potential for College-Based Military Officer Training Programs: A Comparison of Results of Surveys Conducted in May 1972 and May 1973.

Air Force Human Resources Lab., Alexandria, Va. Manpower Development Div.

Spons Agency—Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C. Directorate for Manpower Research.

Report No—AFHRL-TR-74-23; OASD(M&RA)-MR-74-3

Pub Date Jan 74

Note—102p.; For related documents, see ED 072 185 and CE 001 961

EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE

Descriptors—*College Bound Students, Educational Opportunities, Grade 12, *Interest Research, Military Personnel, *Military Training, *Motivation, *Officer Personnel, Seniors, Surveys, Tables (Data)

Identifiers—Reserve Officers Training Corps, ROTC

The interest of college-bound high school seniors in applying for college-based military officer training programs was assessed. Comparisons were made between surveys conducted in 1972 and 1973. It was found that the Air Force and the Navy ROTC scholarship programs were the most popular with the youth surveyed. Higher likelihood of applying was found among

youths from low income families. Travel, adventure and the opportunity for technical and professional training were strong motivators in applying for officer training programs. Prominent among the specific reasons for affiliating with military programs were: being able to attend the college of one's choice; getting tuition paid; and the term of obligated service. There was very little awareness of officer compensation and the service sponsorship of the various programs offered. (Author)

ED 095 394 CE 001 961
Nadel, Aaron B.
Attitudes of Youth Toward Military Service: Selected Data from Four Surveys, May 1971 to November 1972.
Air Force Human Resources Lab., Alexandria, Va. Manpower Development Div.
Spons Agency—Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C. Directorate for Manpower Research.
Report No—AFHRL-TR-73-66; OASD/M&RA-MR-73-4
Pub Date 15 Jun 73
Note—91p.; For related documents, see ED 072 185 and CE 001 960
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—Attitudes, Males, *Military Service, *Motivation, *National Surveys, *Program Attitudes, Tables (Data), Volunteers, *Youth
Selected data tabulations were extracted from a Human Resources Research Organization (HumRRO) Consulting Report summarizing the results of three national surveys of attitudes of youth toward military service. Data from the fourth survey were added to complete the two year series of surveys so far available. The period covered included the two years of 1971-1972, with field surveys accomplished by Gilbert Youth Surveys Inc., and data anlaysis by HumRRO. The present report selected data from various tabulations, converted these data into graphic form, with certain few exceptions, and presented the data in a format believed useful to manpower management. Three factors regarding achievement of personal career goals in the military that showed a fairly stable response pattern over the four surveys were: opportunities for a secure and steady job; adventure and excitement; recognition or status. Two features, in particular, that encouraged enlistment were the opportunity for travel and paid college education. Enlistment incentives are identified as to age, race, and education status. The image reflected by a particular branch of the service has been surveyed according to a variety of variables. (Author/EA)

ED 095 395 CE 001 962
McFarland, Barry P.
Comparison of Task Difficulty Ratings Made by Nurses and Medical Service Corpsmen. Interim Report, 1 July 1973 to 1 October 1973.
Air Force Human Resources Lab., Lackland AFB, Tex. Occupational Research Div.
Report No—AFHRL-TR-74-7
Pub Date Mar 74
Note—25p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Armed Forces, Career Ladders, Health Personnel, *Job Analysis, *Medical Assistants, Military Personnel, *Military Service, *Nurses, Rating Scales, *Task Analysis
Identifiers—*Medical Service Corpsmen
The purpose of this study was to develop and compare task difficulty measures for nurses and medical service corpsmen. This is one of a series of reports concerning the role of the nurse and medical service corpsman in the Air Force's health care delivery system. A sample of 135 nurses and 133 medical service corpsmen completed difficulty ratings on tasks included in previously administered job inventories. The reliability of the ratings was analyzed and correlation between the two groups of ratings evaluated. The correlation between the two groups was extremely high, suggesting that direct comparisons between difficulty of jobs performed by medical service corpsmen and nurses could be made without fear of bias as a function of raters. (Author)

ED 095 396 CE 001 963
Beusse, William E.
In-Service and Post-Service Benefits of GED Program Participation.
Air Force Human Resources Lab., Alexandria, Va. Manpower Development Div.
Spons Agency—Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C. Directorate for Manpower Research.
Report No—AFHRL-TR-73-65; OASD/M&RA-MR-73-3
Pub Date Dec 72
Note—40p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Credentials, *Educational Certificates, *Equivalency Tests, *Military Personnel, Military Service, *Rewards, Salaries, *Salary Differentials, Tables (Data), Veterans
This study analyzes the benefits which accrue to servicemen who participate in and pass the GED equivalency tests. Achievement of GED equivalency was found to result in tangible benefits for the individual, both while in the service and in civilian life. GED recipients attained higher pay grades than those who did not receive equivalency certification. In civilian life, GED recipients were more likely to be employed in higher paying, more prestigious occupations. Also, GED holders had higher mean weekly earnings than non-high school graduates without a GED. Receipt of an official State certificate was found to increase the level of benefits which the individual received in civilian life. (Author)

ED 095 397 CE 001 964
Vitola, Bart M.
Preliminary Evaluation of the Effectiveness of Air Force Advertising.
Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.
Report No—AFHRL-TR-73-62
Pub Date Jan 74
Note—48p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Armed Forces, Educational Opportunities, Females, Males, *Military Personnel, Military Service, *Motivation, Parent Influence, *Publicize, Questionnaires, Radio, Recruitment, *Volunteers
Identifiers—*Air Force
The Airman Enlistment Questionnaire was administered to a sample of non prior service enlistees, 1,667 males and 300 females. Analysis of the responses shows (1)educational opportunity is the strongest motivator for enlisting in the Air Force; (2) there is an indication that Air Force advertising should make different appeals to men and women; and (3) Air Force radio programs are not reaching a large number of the desired population. Relationships between these and other variables will be examined in a more comprehensive study involving approximately 12,000 subjects. (Author)

ED 095 398 CE 001 965
Bickner, Mei Liang
Women at Work: An Annotated Bibliography.
California Univ., Los Angeles. Manpower Research Center.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Pub Date Mar 74
Note—437p.
Available from—Manpower Research Center, University of California, Los Angeles ($6.00)
EDRS Price MF-$0.75 HC-$21.00 PLUS POSTAGE
Descriptors—*Annotated Bibliographies, Legislation, Minority Groups, Occupations, Public Policy, Reference Materials, *Womens Studies, *Working Women
Several guidelines and circumstances determine the selection of materials for inclusion in the annotated bibliography: (1) only publications concerned specifically with working women not women in general, (2) publications of interest to teachers, researchers, and serious students, rather than entries of general interest to the casual reader, (3) no unpublished dissertations, no publications dated before 1960, and no international studies unless deemed of major significance, (4) a determination to include publications dealing with nonprofessional and minority group women, legal developments, and women related to the labor movement, and (5)a general bias in viewing the issue of working women from an economic and sociological perspective rather than from a political or psychological frame of reference. Cross-indexed by author, title, and key word, the publications are arranged according to category index numbers as follows: (1) general, (2) historical development, (3) education and training, (4) working women, (5) occupations, (6) special groups of women, (7) public policy, and (8) bibliographies. (MW)

ED 095 399 CE 001 966
Glider Flight Instructor Written Test Guide.
Federal Aviation Administration (DOT), Washington, D.C. Flight Standards Service.
Report No—AC-61-41A
Pub Date 12 Jan 72
Note—22p.
Available from—Department of Transportation, Federal Aviation Administration, Distribution Unit, TAD-484.3, Washington, D.C. 20591
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Aircraft Pilots, *Aviation Technology, Flight Training, *Resource Guides, *Study Guides, Technical Education, *Tests
Identifiers—*Glider Flight Instructor
The purposes of the test guide are threefold. First, it is intended to outline the scope of the basic aeronautical knowledge requirements for a glider flight instructor. This includes fundamentals of flight instruction and performance and analysis of flight training maneuvers. Secondly, it is intended to acquaint the applicant with source material that may be used to acquire this basic knowledge. A list of such material is provided in the first appendix. Lastly, a sample test, answers, and explanations are provided the applicant in a second appendix. An order form and instructions for ordering study materials is included. (AG)

ED 095 400 CE 001 967
Fry, Ronald R., Ed.
Work Evaluation and Adjustment: An Annotated Bibliography, 1947-1973.
Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services.
Pub Date Jul 74
Note—180p.
Document Not Available from EDRS.
Descriptors—*Annotated Bibliographies, Employment Services, *Evaluation, Mentally Handicapped, Mental Retardation, Physically Handicapped, *Program Evaluation, Sheltered Workshops, *Vocational Adjustment, Vocational Counseling, *Vocational Rehabilitation
Identifiers—Vocational Evaluation, *Work Evaluation
This annotated bibliography covers literature on work evaluation and adjustment for the period 1947 to 1973. The 891 entries include articles, speeches, research and demonstration reports, and unpublished papers related to work evaluation and work adjustment. Many of the entries concern the vocational evaluation of the physically and mentally handicapped in a sheltered workshop environment. The entries are numbered and include bibliographic information and brief annotations. Two indexes are provided: (1) 25-page Key Work Out of Context (KWOC) index, and (2) 6-page author index. (Author/AG)

ED 095 401 CE 001 968
Quirk, Daniel A. Peavy, Nancy C.
A Comparative View of Services to Age Groups as Reported in the Employment Security Automated Reporting System. Middle-Aged and Older Workers in Industry: Facts & Trends No. 3.
National Council on the Aging, Inc., Washington, D.C.
Pub Date Mar 74
Note—44p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Age Groups, Employment Problems, *Employment Services, Job Placement, *Middle Aged, *National Surveys, *Older Adults, Tables (Data), Unemployment
The report focuses on services provided by the United States Public Employment Service (ES) to various age groups in the population. Most of the data were collected from the Employment Security Automated Reporting System at the Washington Office of the Manpower Administration. Counseling, referral to a nonagricultural job, and job placement were the three major service areas selected for analysis. The data relating type of service and age of ES applicant revealed, with few exceptions, that the proportion of the age

group receiving a particular service consistently declined as age increased. Differences are shown among States in the services provided to ES applicants and to middleaged and older applicants in particular. It is the concern of the National Council on the Aging, not that middleaged and older workers be given special treatment, but that they receive as much attention as younger persons. An analysis of service plans of States with high rankings on services to the 40-plus applicant may provide more insights into equitable service delivery. Another concern raised is whether the recent thrust of Federal efforts to eliminate all categorical manpower/employment programs will present further employment obstacles for the over-40 worker. (EA)

ED 095 402 CE 001 969

Nave, Wallace K.

A Follow-Up Study of Adults Passing the General Education Development Test Upon Completion of Preparation in a Kentucky Adult Learning Center During Fiscal Year 1973.

Western Kentucky Univ., Bowling Green. Office of Continuing Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date Jun 74

Note—44p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Adult Education, *Compensatory Education Programs, Educational Assessment, Educational Attitudes, *Educational Status Comparison, *Employment Level, Followup Studies, *Graduate Surveys, *Participant Characteristics, Tables (Data)

Identifiers—*Kentucky

The primary purpose of the study was to ascertain the present employment status, plans for future education, attitude toward existing local educational programs, and attitude toward education in general of the 629 adults who passed the General Education Development (GED) test after preparation at one of the 14 learning centers in Kentucky during fiscal year 1973. Existing on-file records and a mailed questionnaire furnished the data employed to present a general description of the subjects in the study. Non-respondent bias is analyzed and a large portion of the document deals with the analysis of such data as age and sex, race, marital status, highest grade completed, reason for leaving school, other school experiences, employment status, and attitudes. Conclusions are drawn regarding the need for and justification of continuing and/or expanding adult education opportunities. Twenty-eight tables offer concise data analysis and appendixes provide data collection instruments, letters to GED graduates and unsolicited comments by respondents. (MW)

ED 095 403 CE 001 970

Erfurt, John C. And Others

Handbook of Information Relevant to Manpower Agencies: A Compilation of Practice Principles and Strategies for Manpower Operations.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Sep 72

Note—441p.

Available from—Institute of Labor and Industrial Relations, 401 Fourth Street, Ann Arbor, Michigan 48103 ($6.00)

Document Not Available from EDRS.

Descriptors—*Administrator Guides, *Employment Programs, Management Development, *Manpower Development, *Organizational Development

Concepts of internal agency structure and operations, agency-company relations, and agency-enrollee relations, with recommendations for their implementation, form the three main sections of this handbook developed for manpower agency administrators, supervisory staffs and program planners. It is designed to aid those who organize and develop in-agency training for operational staff and to introduce operational problems and procedures that are basic in operating a manpower agency for the hard-to-employ. Key developmental concepts, based on research findings, are structured with operational objectives, policy guidelines, benefits to the agency, and practice principles (specific prescriptions on what needs to be done and by whom, how it can be accomplished, structures and resources needed to accomplish the activities, and foreseeable difficulties). The handbook contains indexes on subjects, examples of agency experience, and research findings. (NH)

ED 095 404 CE 001 971

Bard, Morton

Police Family Crisis Intervention and Conflict Management: An Action Research Analysis.

City Univ. of New York, N.Y.

Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Report No—PB-230-973

Pub Date Apr 72

Note—231p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 230 973, MF $1.45; HC $4.75)

Document Not Available from EDRS.

Descriptors—Attitudes, Community Relations, Conflict, *Conflict Resolution, Education, *Family Relationship, *Police, *Police Community Relationship

Identifiers—*Crisis Intervention, Police Training

A study is presented of two methods of resolving personal and family disputes by police in low income housing projects and by precinct crisis intervention units. In addition to the analysis of the variables that make for disputes in which police are called upon to intervene, the study addressed itself to an examination of general police performance of conflict management trained officers, attitudes of the community toward the police where conflict management trained officers were operating, the effects of training upon the police and their function, and the relationship of the trainees to their training consultants. The data analyzed concerned 1287 cases processed by the New York City 30th Precinct Family Crisis Unit, and 312 cases processed by the conflict-management trained staff of the New York City Housing Authority Police Department. (NTIS)

ED 095 405 CE 001 972

Shadley, John And Others

Guidelines for a Training Course in Noise Survey Techniques.

National Academy of Sciences - National Research Council, Washington, D.C. Committee on Hearing, Bioacoustics, and Biomechanics.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No—AD-776-631

Pub Date Jan 74

Note—22p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-776 631; MF-$1.45, HC-$4.25)

Document Not Available from EDRS.

Descriptors—*Acoustical Environment, *Acoustics, Aural Stimuli, Community Problems, *Course Descriptions, Educational Programs, Hearing Conservation, Measurement Instruments, *Physical Environment, Post Secondary Education, *Technical Education

Identifiers—*Noise, Noise Survey Technicians

The course is designed to train noise survey technicians during a 3-5 day period to make reliable measurements of 75 percent of the noise problems encountered in the community. The more complex noise problems remaining will continue to be handled by experienced specialists. These technicians will be trained to assist State and local governments in enforcement of their noise ordinances and in investigations of noise complaints. (NTIS)

ED 095 406 CE 001 973

Marconi, Katherine

Sociological Research on Employment Patterns of Youth.

George Washington Univ., Washington, D.C. Graduate School of Arts and Sciences.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No—AD-776-658; TR-1178

Pub Date 28 Jan 74

Note—24p.; Report on Econometric Research on Navy Manpower Problems

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (AD 776 658, MF $1.45; HC $3.00)

Document Not Available from EDRS.

Descriptors—Behavioral Science Research, Career Choice, *Employment Patterns, Job Development, Job Tenure, Manpower Utilization, Military Service, *Occupational Aspiration, *Recruitment, *Socioeconomic Influences, Youth Employment

Sociological research on the employment patterns of youth after entry into the labor force is reviewed for possible Naval manpower policy. Current trends regarding job duration and the occupational aspirations of youth may have possible implications for Naval enlistment policies. (NTIS)

ED 095 407 CE 001 974

Recommendations for a National High Blood Pressure Community Education Plan. Report of Task Force III--Community Education.

National Institutes of Health (DHEW), Bethesda, Md. High Blood Pressure Information Center.

Report No—DHEW-NIH-74-595

Pub Date 1 Sep 73

Note—149p.

EDRS Price MF-$0.75 HC-$6.60 PLUS POSTAGE

Descriptors—*Community Education, Community Health, Community Health Services, Community Involvement, *Community Programs, Health, *Health Education, *Health Programs, Program Planning, Special Health Problems

Identifiers—*Hypertension

Hypertensive disease being one of the most important medical problems now facing American medicine brought about the formation of the Federally sponsored National High Blood Pressure Education Program, which included four Task Forces. Task Force 3 reviews in this study information and experience useful for the development of guidelines for community health education programs for hypertension. The document contains 16 recommendations, objectives to be achieved in community education, the two functions of community health education (producing change to benefit the health status of the community, and eliciting behavior likely to lead to change), statement of the problem, community resources and their functions, a progress report and action steps to be taken, and evaluation mechanisms. A seven-page bibliography and five appendixes on: target groups, medical high risk groups, identified hypertensives, a report of a community education development meeting, and insurance study findings are included. (BP)

ED 095 408 CE 001 975

Ebersole, Benjamin P., Comp. And Others

Business Mathematics Curriculum Guide.

Baltimore County Board of Education, Towson, Md.

Pub Date 70

Note—323p.

Available from—Board of Education of Baltimore County, Towson, Maryland 21204 ($8.00)

Document Not Available from EDRS.

Descriptors—*Business Education, *Course Content, *Curriculum Guides, Mathematics Curriculum, *Mathematics Education, Mathematics Materials, *Secondary Grades, Secondary School Mathematics, Teacher Developed Materials

Identifiers—*Business Mathematics

This revised course in business mathematics emphasizes computations needed for problem solving, but greater attention is focused on mathematical principles that were developed in previous grades. In addition, the course aims to develop further an understanding of business principles and practices which can be used in gainful employment and in the conduct of personal business affairs. Topics discussed are: the philosophy of business education, the objectives and organization of the course, and instructional techniques (teacher preparation, psychological guides, lesson planning, tricks of the trade, individual differences, evaluation, and preliminary inventory of skills). The course is divided into nine units on: fundamental operations and applications, borrowing money, numeration systems, computing payroll, expressing relationships of business data, income tax, operating a business, and managing family finance. Each unit contains an introduction, objectives, scope of the unit, course content, detailed teaching suggestions and activities, and references (codes and pages used). Appended are a five-page bibliography of codes used; lists of books, pamphlets, workbooks, films and filmstrips; and tests on understanding verbal expressions and fundamental skills. (Author/BP)

ED 095 409 CE 001 976
Luftig, Jeffrey T.
Review and Synthesis of the Theory of Occupational Choice Literature with Special Application to Public School Teaching.
Pub Date 5 Jun 74
Note—50p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Behavior Theories, Conceptual Schemes, Models, *Occupational Choice, Personality Theories, *Public School Teachers, Teacher Attitudes, *Teacher Characteristics, Teachers, *Theories, Vocational Development
Identifiers—Blau (P), Holland (J), Miller and Form, Super (D)
The study attempts to investigate, examine, and formulate a theory of career development and occupational choice related to those individuals choosing to become public school (K-12) teachers. Three groups of data are presented. The first section consists of a review of the literature pertaining to four theories of career development and occupational choice: (1) personality-oriented, (2) self-conceptual, (3) sociology-based, and (4) trait and factor theories. The theories of Super, Holland, and Miller and Form are discussed briefly to illustrate each contemporary career development approach. Part 2 consists of an investigation of teacher characteristics and the characteristics of the teaching profession as well as a survey of teachers' reasons for their occupational choice. In part 3, this material is reorganized into Blau's conceptual model, which synthesizes all of the data into a theoretical model for the career development and occupational choice of public school teachers. (MW)

ED 095 410 95 CE 001 977
An Assessment of Cultural and Linguistic Variables in Manpower and Vocational Skill Training Programs: Final Report and Summary.
Olympus Research Corp., Salt Lake City, Utah.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Manpower Development and Training.
Pub Date 1 Jul 73
Grant—OEG-0-71-4777(335)
Note—476p.; Includes proceedings of the Conference on Cultural Linguistic Variables in Manpower Vocational Skills Training Programs (Washington, D.C., May 31-June 1, 1973); pagination is inconsistent, but document is complete
EDRS Price MF-$0.75 HC-$23.40 PLUS POSTAGE
Descriptors—American Indians, *Cross Cultural Studies, *Cultural Factors, Educational Disadvantagement, Instructional Programs, Job Training, *Language Skills, Manpower Development, Mexicans, *Minority Groups, Negroes, Questionnaires, Socioeconomic Influences, Sociolinguistics, Spanish Americans, Spanish Speaking, Statistical Data, *Vocational Education
Identifiers—Appalachian Whites
The primary objectives of the study were: (1) to determine the extent to which cultural or language differences prevented members of the target group from profiting from vocational education and manpower training, and (2) to recommend remedies for any observed obstacles to successful training. Information was gathered primarily by questionnaire/interview surveys of administrative, support, and teaching staffs at manpower training centers. The minorities studied in the project were blacks, chicanos, native Americans, and Appalachian whites. Offering hypotheses about each specific minority group, the study concludes that cultural differences pose no significant obstacles. The final general hypotheses of the study is: Any effective assessment of the educational problems of minority members in training programs is not complete unless it considers the social, economic, and political realities of the trainees' environment. Two-thirds of the document consists of appendixes devoted to sample questionnaires, statistical summaries, and three related documents: (1) Perspectives on Black Manpower Vocational Development: Cultural Parameters. A Symposium, (2) Chicano Culture and Occupational Opportunity: A Panel Discussion, and (3) Proceedings of the Conference on Cultural Linguistic Variables in Manpower Vocational Skills Training Programs. (MW)

ED 095 411 CE 001 978
Smith, Leonard
Career Progression Systems in the Internal Labor Market for a Multi-Plant Manufacturing Corporation.
Humanic Designs Corp., Manhasset, N.Y.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Report No—DLMA-82-34-70-04-03
Pub Date 12 Oct 73
Note—86p.; For related document, see CE 001 979
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—*Career Ladders, Collective Bargaining, *Cost Effectiveness, Data Analysis, Employer Employee Relationship, *Employment Opportunities, Industrial Relations, *Inplant Programs, Job Development, *Manpower Utilization, Promotion (Occupational), Systems Development, Work Life Expectancy
Identifiers—*Career Progression Systems
The report describes the design of opportunity-expanding and equitable career progression systems for hourly paid industrial workers in two midwest plants, and the organizational (corporate, plant, union) barriers to changes in existing systems. These were shown to be restricting and often inequitable. The report concludes that theoretically sound progression models can be designed but that implementation of anything other than training and counseling calls for a different state of "readiness" than that found in the two plants. Most probably, the report states, this can only be achieved if the top corporate and International Union officials, jointly, work with plant and local union officials to change seniority clauses in the collective bargaining agreement and plant customary practice. The rationale for the work described in the report was that the design and introduction of career progression systems within a major multi-plant manufacturing corporation would provide high visibility for a successful project, providing insight into transferability of career progression designs from plant to plant and deal with problems fundamental to the effective utilization of the labor force in the United States. (Author/MW)

ED 095 412 CE 001 979
Smith, Leonard Pezzullo, Caroline
Career Progression Systems in the Internal Labor Market of the Foodservice Industry and the Role of the National Restaurant Association. Final Report.
Humanic Designs Corp., Manhasset, N.Y.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Report No—DLMA-82-34-70-04-03
Pub Date 20 Aug 73
Note—90p.; For related document, see CE 001 978
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—*Career Ladders, Cost Effectiveness, Employer Attitudes, *Food Service Workers, Job Tenure, Job Training, Labor Market, Manpower Utilization, *On the Job Training, *Personnel Policy, Promotion (Occupational), Systems Development, Unskilled Workers, *Work Life Expectancy
Identifiers—*Career Progression Systems
The lack of visible career paths was universally recognized as a major factor leading to the extraordinarily high rate of turnover and absenteeism in the foodservice industry. The report evaluates the potential of a National Trade Association as a vehicle for improvements in this area and focuses on National Restaurant Association (NRA) efforts in upgrading nonmanagement employees. Adoption of more rational systems was perceived to be a long term objective. The report describes the design of career progression systems for three segments of the industry: Institutional Food Service, Commercial Restaurants, and Hotel Foodservice. However, given the historical attitudes of the industry toward its manpower, the short-term return of one-step upgrading and related training is apparently much more acceptable to management. The report concludes that National Trade Associations similar to NRA representing primarily small establishments with no formal manpower planning facilities or experience, should be encouraged to serve their members essentially as educators showing the industry how to improve career opportunities. (Author/MW)

ED 095 413 CE 001 980
Lesh, Seymour And Others
Demonstration Project on Developing Alternative Qualifications and Credentials for Paraprofessionals. Phase II. July 1970-December 1973. Final Report.
National Committee on Employment of Youth, New York, N.Y.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Report No—DLMA-82-34-70-29-2
Pub Date 31 May 74
Note—107p.
Available from—National Technical Information Service, Springfield, Virginia 22151
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—*Adult Education Programs, Adult Vocational Education, Child Development, *Credentials, Drug Addiction, Employment, *Human Services, Job Training, Manpower Development, Manpower Needs, *Models, Nursing, Occupational Mobility, Occupational Therapy, Personnel Policy, Public Health, *Qualifications, Teaching, Work Experience
Identifiers—*Paraprofessionals
This demonstration aims at eliminating major obstacles blocking career advancement of human service paraprofessionals. It seeks to develop new options for upgrading workers in four occupations: addiction services, child development, occupational therapy, and teaching. The policies and practices of educational institutions, employers, unions, professional associations, credentialling bodies, et al., which hinder upgrading of lowlevel employees, are investigated and, where possible, altered. The major thrusts are to make credentials more relevant to job duties; give greater credit for work and life experience; foster mobility among human service occupations; and make it possible for paraprofessionals to obtain education and training while fully employed. (Included is an appendix of occupations considered but not selected.) (Author)

ED 095 414 CE 001 981
Sappenfield, Robert W. And Others
Report of the Louisiana Statewide Planning for Physician Residency Program Committee.
Louisiana Regional Medical Program, Baton Rouge.; Louisiana State Office of Comprehensive Health Planning, Baton Rouge.
Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.
Note—132p.
EDRS Price MF-$0.75 HC-$6.60 PLUS POSTAGE
Descriptors—Data Analysis, Demography, *Health Needs, Manpower Development, Models, Occupational Surveys, *Personnel Needs, *Physicians, *State Surveys, *Statewide Planning, Tables (Data)
Identifiers—*Louisiana
Preceding the body of the report, a brief review of the literature is provided to acquaint the reader with similarities and differences between national and local trends regarding the demographic characteristics of the physician population. The goal of the statewide residency study was to develop a strategy for the design and allocation of physician residencies consistent with statewide needs. A graphic model of the physician manpower production process was developed which enhanced understanding of the manpower problems facing Louisiana. Through the model, available data, and personal interviews with senior medical students and postgraduate trainees, data were compiled and analyzed regarding the need for physicians in Louisiana in 1982, where and how the number of physicians can be increased, the status of primary care treatment, likely sites for practicing physicians, and related concerns. The general conclusions point to several significant manpower production problems in Louisiana in its preparation for future needs for physician services. The study committee proposed several recommendations to meet the problem. (Appendixes contain supplementary tables and interview forms.) (AG)

ED 095 415 CE 001 982
Friel, Theodore W. Carkhuff, Robert R.
The Art of Developing a Career: A Helper's Guide.
Carkhuff Associates, Inc., Amherst, Mass.
Pub Date 74
Note—260p.
Available from—Human Resource Development Press, Box 222, Amherst, Massachusetts 01002 ($9.95)
Document Not Available from EDRS.
Descriptors—*Career Education, Career Planning, Classroom Materials, *Guidance Programs, *Instructional Materials, Occupational Guidance, Self Actualization, Student Centered Curriculum, *Teaching Guides, Vocational Counseling, *Vocational Development
The guide is a compilation of the student's book and supplementary information in the form of "helper notes" placed next to the appropriate student material. Features of the book include previews and reviews, student activities, and summarizing cartoon illustrations helpful to nonreaders. Based on the phases of learning--exploration, understanding, and action--the guide develops programs for expanding career alternatives, narrowing career alternatives, and developing a career program. Highlighted in the chapter on expanding career alternatives are the processes of exploring and evaluating occupations in terms of personal interests and levels of educational achievement. Emphasized in the chapter on narrowing career development are the development of personal values and an understanding of their relationship to occupational requirements. The development of a career action program is stressed in the chapter on the career program. The concluding chapter deals with the phases and dimensions of life development. Related student materials are available from the source cited. (MW)

ED 095 416 CE 001 984
Parker, Carol L.
A Guide for Planning and Implementing Career Education Programs in the Community College.
Washington State Board for Community Coll. Education, Seattle. Research and Planning Office.
Pub Date Jun 74
Note—14p.; A report prepared for the National Dissemination Project for Post-Secondary Education
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Adult Education Programs, *Career Education, *Community Colleges, *Criteria, Curriculum Design, Curriculum Development, Curriculum Planning, Disadvantaged Groups, Educational Planning, Minority Groups, Post Secondary Education, Program Development, *Program Guides, *Program Planning
This guide provides criteria for both the planning and the implementing of career education programs at the community college level and is the result of a national poll conducted by the National Dissemination Project. It is intended to suggest ways in which community colleges might better serve the needs of minority and disadvantaged students through planning. It is comprised of two major sections: planning and implementation. The planning section includes the following subdivisions: philosophy and goals; policy and procedures; organization; planning; funding; facilities; instructional materials and equipment; business and industry; advisory committees; private and public agencies; counseling, guidance, and placement; and faculty. Implementation includes subdivisions entitled: information dissemination, scope of curriculum, faculty, supervision, recruitment of students, articulation, and evaluation. (Author/BP)

ED 095 417 CE 001 985
Hill, Richard K., Ed. And Others
Behavioral Objectives and Related Test Items for Selected Units in Automotive Mechanics.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency—Virginia State Dept. of Education, Richmond. Div. of Educational Research and Statistics.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
Pub Date 73
Note—186p.; For related documents, see CE 001 718-721 and CE 001 986
Available from—Harry L. Smith, Public Information and Publications, State Department of Education, Richmond, Virginia 23216 ($2.00)
EDRS Price MF-$0.75 HC-$9.00 PLUS POSTAGE
Descriptors—*Auto Mechanics, *Behavioral Objectives, Computer Assisted Instruction, *Curriculum Guides, Data Bases, Performance Based Education, Performance Criteria, Skilled Workers, State Standards, Teacher Developed Materials, *Tests, Trade and Industrial Education, Vocational Education
Identifiers—Virginia
This is a catalog of behavioral objectives for Vocational Automotive Mechanics organized by units of instruction as listed in the State curriculum guide. Each unit contains a suggested outline of content, a goal statement, and general and specific objectives. The units taught are: introduction to the automobile; basic hand tools--fasteners and measuring; general service procedure; engine theory and service; fuel system; lubricating system; cooling system; ignition system; starting system; charging system; diagnosis and tuneup; manual transmission fundamentals; drive line and differential assembly; brake system; suspension steering; and ventilation system. The purpose of each unit is three-fold: to provide a bank of objectives which could be related to task analyses and job descriptions, to provide a bank of test items which could be used in statewide studies of program effectiveness, and to develop materials which could be used in the Behavioral Objectives Organized in a System for Teachers (BOOST) which is both a delivery system for objectives and a computer bank of test items associated with the objectives. (BP)

ED 095 418 CE 001 986
Hill, Richard K., Ed. Schmidt, B. June, Ed.
Behavioral Objectives for Selected Units in Business Education.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency—Virginia State Dept. of Education, Richmond. Div. of Educational Research and Statistics.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
Pub Date 73
Note—141p.; For related documents, see CE 001 718-721 and CE 001 985
Available from—Harry L. Smith, Public Information and Publications, State Department of Education, Richmond, Virginia 23216 ($2.00)
EDRS Price MF-$0.75 HC-$6.60 PLUS POSTAGE
Descriptors—*Behavioral Objectives, Business Correspondence, *Business Education, Communication Skills, Computer Assisted Instruction, *Curriculum Guides, Data Bases, Data Processing, Money Management, Office Machines, Office Occupations Education, Payroll Records, Recordkeeping, Stenography, Teacher Developed Materials, *Tests, Typewriting, *Vocational Education
This is a catalog of behavioral objectives organized by units. Each unit contains an outline of the content, a goal statement, and general and specific objectives. The catalog contains a total of 48 units on: business behavior and psychology; business law; business math; business principles and organization; business terminology; communication and basic language skills; elements of fiscal records; introduction to office careers; money management; office machines, calculating, and duplicating; payroll records; receptionist-telephone training; recordkeeping; records management; secretarial procedures and practices; typewriting; correspondence and report writing; survey of data processing and special stenographic units. The purpose of each unit is three-fold: to provide a bank of objectives related to task analyses and job descriptions, to provide a bank of test items which could be used in statewide studies of program effectiveness, and to develop materials which could be used in the Behavioral Objectives Organized in a System for Teachers (BOOST) which is both a delivery system for objectives and a computer bank of test items associated with the objectives. (BP)

ED 095 419 CE 001 987
Best, Fred, Ed.
The Future of Work.
Pub Date 73
Note—188p.
Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($6.95)
Document Not Available from EDRS.
Descriptors—Education, *Futures (of Society), Humanism, Job Satisfaction, Leisure Time, Motivation, Need Gratification, Organizational Development, Personal Growth, Prediction, Psychological Needs, *Self Actualization, *Social Change, Social Psychology, *Technological Advancement, Work Environment
Identifiers—Affluence, *Work
The anthology addresses itself to some of the major issues concerning the evolving nature of work within advanced technical and affluent societies. Part 1 presents an essay which briefly reviews the evolutionary history of work. Part 2 seeks to define human needs as the goals of work and evaluative changing need priorities under conditions of affluence. Part 3 provides speculations about the specific daily conditions and goals of work in the future, touching on the issues of technology and jobs, organizational conditions, work and leisure, education, and income. The fourth and final part presents four overall visions of possible alternative conditions of work in the future. The predictions of the book are based on a faith in a human need to seek fulfillment of one's total capacities through the activity of work. (Author/AJ)

ED 095 420 CE 001 989
Drafting--Basic, Drafting--Intermediate: 9255.01.
Dade County Public Schools, Miami, Fla.
Pub Date Dec 72
Note—20p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Behavioral Objectives, Course Content, Course Descriptions, *Curriculum Guides, *Drafting, *Graphic Arts, Industrial Arts, Secondary Grades, Shop Curriculum, Technical Education, *Trade and Industrial Education, *Vocational Education
Identifiers—Lettering, *Quinmester Program
The course has no prerequisites, offers instruction in basic drafting room techniques and procedures, and also covers job opportunities and industrial methods in engineering. The student is introduced to and asked to perform fundamental drafting problems with working drawings, using multiview and auxiliary views and sections. The course also covers drafting paper, alphabet of lines, title block, notes, bill-of-material, and lettering. The student will solve and draw problems in aeronautical drafting. Requiring 135 clock hours, the course is divided into five time blocks: (1) orientation--6 hours, (2) introduction to drafting--18 hours, (3) lettering--21 hours, (4) working drawings (multiview)--88 hours, and (5) Quinmester posttest. (Author/MW)

ED 095 421 CE 001 990
Functional Drafting, Drafting--Intermediate: 9255.02.
Dade County Public Schools, Miami, Fla.
Pub Date Dec 72
Note—20p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Behavioral Objectives, Course Content, Course Descriptions, *Curriculum Guides, *Drafting, *Graphic Arts, Industrial Arts, Secondary Grades, Shop Curriculum, Technical Education, *Trade and Industrial Education, *Vocational Education
Identifiers—Functional Drafting, *Quinmester Program
The course consists of six instructional blocks totaling 135 clock hours: (1) functional drafting, (2) threads and fasteners, (3) pictorial drawings, (4) introduction to electronic drafting, (5) introduction to piping drafting, and (6) Quinmester posttest. Mastery of skills indicated in Drafting-Basic--9255.01 is a prerequisite. In the functional drafting course, the student is also introduced to various types of tools and equipment and is provided with an opportunity for instruction and laboratory experiences. An adjunct to the listed instructional methods is provided through the instructor's utilization of audiovisual equipment and materials. The bibliography lists the basic reference, workbooks, and supplementary references used by the teacher in presenting the material. (Author/MW)

ED 095 422 CE 001 991
Working, Welding and Structural Drafting, Drafting--Intermediate: 9255.03.
Dade County Public Schools, Miami, Fla.
Pub Date Jan 73
Note—18p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Behavioral Objectives, Course Content, Course Descriptions, *Curriculum Guides, *Drafting, Graphic Arts, Industrial Arts, Secondary Grades, Shop Curriculum, Technical Education, *Trade and Industrial Education, *Vocational Education, *Welding
Identifiers—*Quinmester Program, Structural Drafting
The course introduces the student to working welding drawings, both detail and assembly, as related to all fields of drafting and structural drafting, and provides him with the opportunity to work with various types of tools and equipment. Prior to entry in this course, the vocational student must display mastery of the skills indicated in Functional Drafting--9255.02. Requiring 135 clock hours, the course consists of four instructional blocks: (1) working drawings, (2) welding, (3) structural drafting, and (4) Quinmester posttest. The student will become familiar with welding symbols and the use of mechanical lettering devices to be used in illustration drafting. A bibliography and sample posttest conclude the document. (Author/MW)

ED 095 423 CE 001 992
Architectural Drafting, Drafting 2: 9255.04.
Dade County Public Schools, Miami, Fla.
Pub Date Jan 73
Note—24p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Architectural Drafting, Architectural Elements, Behavioral Objectives, Construction Industry, Course Content, Course Descriptions, *Curriculum Guides, *Drafting, Graphic Arts, Industrial Arts, Secondary Grades, Shop Curriculum, Technical Education, *Trade and Industrial Education, *Vocational Education
Identifiers—*Quinmester Program
The course covers the basic fundamentals of architectural drafting and is not intended to delve into the more advanced phases of architecture. The student is presented with standards and procedures, and will become proficient in layout of floor plans, electrical plans, roof construction, foundation plans, typical wall construction, plot plans, and the elevations in residential house construction. Prior to entry into this course, the vocational student will display mastery of the skills indicated in Working, Welding and Structural Drafting--9255.03. Totaling 135 clock hours, the course consists of seven instructional blocks: (1) introduction to architecture, (2) preliminary planning, (3) working drawings, (4) title blocks, (5) construction method, (6) buildings, and (7) Quinmester posttest. A bibliography and sample posttest conclude the curriculum guide. (Author/MW)

ED 095 424 CE 001 993
Electrical and Electronic Drafting, Drafting 3: 9257.01.
Dade County Public Schools, Miami, Fla.
Pub Date Apr 73
Note—23p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Behavioral Objectives, Course Content, Course Descriptions, *Curriculum Guides, *Drafting, *Electronics, Electronics Industry, Graphic Arts, Industrial Arts, Secondary Grades, Shop Curriculum, Technical Education, *Trade and Industrial Education, *Vocational Education
Identifiers—*Quinmester Program
The course covers the standards used in the electronic field, electrical drawings, electronic drafting, and parts of functional drafting. The student will become familiar with symbols used in these fields and become proficient with tools and reference material used in drawing schematics and mechanical details and in electrical and electronic fabrication problems. Mastery of skills indicated in Working, Welding and Structural Drafting--9255.03 are prerequisites to the course. Totaling 135 clock hours, the course consists of seven instructional blocks: (1) introduction to electronic drafting, (2) introduction to electrical drafting, (3) functional drafting, (4) threads and fasteners, (5) pictorial drawings, (6) piping drafting, and (7) Quinmester posttest. The bibliography lists basic references, workbooks, and supplementary reference works, and a sample posttest concludes the document. (Author/MW)

ED 095 425 CE 001 994
Orientation, Sketching, Mechanical Drawing, Drafting--Basic: 9253.01.
Dade County Public Schools, Miami, Fla.
Pub Date Dec 72
Note—17p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Behavioral Objectives, Course Content, Course Descriptions, *Curriculum Guides, *Drafting, *Graphic Arts, Industrial Arts, *Orientation Materials, Secondary Grades, Shop Curriculum, Technical Education, *Trade and Industrial Education, Vocational Education
Identifiers—Mechanical Drawing, *Quinmester Program
The course introduces the student to the drafting trade, freehand sketching, and basic mechanical drawing. The course has no prerequisites and will guide the student into drafting concepts and serve as a foundation for further study in vocational drafting. Requiring a total of 45 class hours, eight hours are utilized in orientation, 15 hours are spent sketching, mechanical drawing instruction requires 20 hours, and two hours are needed for the Quinmester posttest. Teaching aids include learning packages, audiovisual aids, demonstrations, group discussions, and related occupational information. The student is given the opportunity to work with professional-type equipment. (MW)

ED 095 426 CE 001 995
Aeronautical Drafting, Drafting 3: 9257.02.
Dade County Public Schools, Miami, Fla.
Pub Date 73
Note—21p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Aerospace Technology, *Aviation Technology, Behavioral Objectives, Course Content, Course Descriptions, *Curriculum Guides, *Drafting, Graphic Arts, Industrial Arts, Secondary Grades, Shop Curriculum, Technical Education, *Trade and Industrial Education, *Vocational Education
Identifiers—*Quinmester Program
Intended for students interested in the aircraft and missile field of engineering and drafting, the course covers fundamentals, working drawings, and auxiliary views and sections that are related to this field. Considered advanced training, a prerequisite for the course is mastery of the skills indicated in Electrical and Electronic Drafting--9257.01. The student will become proficient in preliminary drawings, functional drawings, proposals, model drawings, layouts, working drawings, detail drawings, and assembly and installation drawings. The course offers instruction in dimensioning, airframe, mechanical control, hydraulic systems, and electronic systems. Totaling 135 clock hours, the course consists of five instructional blocks: (1) introduction to aeronautical drafting, (2) fundamentals, (3) working drawings, (4) auxiliary views and sections, and (5) Quinmester posttest. The student is introduced to various types of tools and equipment and is provided with an opportunity for instruction and laboratory experiences. The bibliography lists basic references, workbooks, and supplementary references, and a sample Quinmester posttest concludes the document. (Author/MW)

ED 095 427 CE 001 996
Materials and Manufacturing, Drafting 3: 9257.03.
Dade County Public Schools, Miami, Fla.
Pub Date Apr 73
Note—24p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Behavioral Objectives, Course Content, Course Descriptions, *Curriculum Guides, *Drafting, Engineering Graphics, Graphic Arts, Industrial Arts, *Manufacturing, Secondary Grades, Shop Curriculum, Technical Education, *Trade and Industrial Education, *Vocational Education
Identifiers—*Quinmester Program
Designed for students interested in engineering fields pertaining to mechanical and electronic drafting, the course covers several types of drawings in the mechanical and electronic drafting field and many types of machine shop operations. The student will become familiar with stress, loading, safety factors, and manufacturing processes. The manufacturing processes that will be covered in this course are machining, casting, forging, extruding, stamping, welding, forming, and tube bending. Prior to entry into this course, the vocational student must master the skills indicated in Aeronautical Drafting--9257.02. Totaling 135 clock hours, the course consists of six instructional blocks: (1) materials, (2) manufacturing, (3) welding, (4) working drawing, (5) structural drafting, and (6) a Quinmester posttest. A bibliography lists basic and supplementary references, and a sample posttest concludes the document. (Author/MW)

ED 095 428 CE 002 046
Linden, Janice
Renovating Home Furnishings, Home and Family Education: 2781.01.
Dade County Public Schools, Miami, Fla.
Pub Date 73
Note—67p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Behavioral Objectives, Course Content, Course Descriptions, *Curriculum Guides, Equipment, Family Life Education, *Furniture, Hand Tools, *Home Economics, Homemaking Skills, Industrial Arts, *Repair, Secondary Grades, Shop Curriculum, Trade and Industrial Education, *Vocational Education
Identifiers—*Quinmester Program, Reupholstering
The course examines the tools, materials, and basic principles used in reupholstering furniture. Techniques involved in using equipment, dismantling furniture, constructing the foundation, making the muslin cover, planning and preparing the platform and covering, and attaching loose wood panels are some of the operations dealt with in the course. The vocational, as well as home, use of these skills is explored. Available to all high school seniors, it is recommended that Wood Finishing, Industrial Arts--5874.04 be considered as an extension of the course. The guide is organized according to behavioral goals with instructional material coordinated under the headings: suggested content ideas, learning opportunities, and resources. The 36-page appendix offers illustrations of each step in the upholstering process, a guide to upholstery equipment, and other procedural guidelines. (Author/MW)

ED 095 429 CE 002 047
Ahrens, Thea
Child Care Services 1: The Child Care Aide, Home and Family Education: 6755.02.
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—45p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Behavioral Objectives, *Child Care Centers, Child Care Occupations, *Child Care Workers, Childhood Needs, Course Content, Course Descriptions, *Curriculum Guides, Day Care Services, Early Childhood Education, Labor Legislation, Preschool Education, Secondary Grades, Service Occupations, *Vocational Education
Identifiers—*Quinmester Program
The course is the first of a series of four courses which provide the student with the knowledge and skills necessary to become an effective child care aide. Planned for junior or senior high school students, the course focuses on employment requirements including appearance, attitudes, relationships with employer and co-workers, and the legal regulations that pertain to the aide. The scheduling and food requirements of young children in groups is included. The course is arranged in four instructional blocks: (1) orientation; (2) job, job etiquette, and the laws; (3)

child day care center aide at work; and (4) daily food requirements. A bibliography and resource guide is provided, and an appendix offers sample forms, requirements, licensing and laws related to child care centers, and general instructions for observing in child care centers. (Author/MW)

ED 095 430 CE 002 455
Darkenwald, Gordon G. And Others
Problems of Dissemination and Use of Innovations in Adult Basic Education: Selected Research Findings and Recommendations. Summary of Vol. II of Planning for Innovation in Adult Basic Education. Research Report No. 5.
Columbia Univ., New York, N.Y. Center for Adult Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.
Pub Date 74
Note—53p.; For related document, see CE 001 665
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*Adult Basic Education, Adult Education, *Demonstration Projects, *Educational Innovation, Educational Research, Government Role, *Information Dissemination, Information Networks, *Pilot Projects
Identifiers—Project IDEA
This document summarizes and highlights the main findings of a large scale research project concerned with the problem of innovation dissemination in adult basic education (ABE) providing an abbreviated, non-technical account of the research and pointing up the implications of the findings for policy decision-making at the State and national levels. The research focused on the Special Projects Program authorized under section 309(b) of the Adult Education Act of 1966. The document contains: (1) a few key observations of the role of the U. S. Office of Education, explaining some of the hisotrical factors that have contributed to problems of 309(b) dissemination; (2) analyses of a selected sample of projects to understand how they function and to look at what is disseminated, to whom, in what ways, and with what success, emphasizing factors that seem to facilitate or inhibit successful dissemination of project outcomes; and (3) discussion of the characteristics of local ABE programs associated with innovativeness generally and with 309(b) adoption in particular. Nine recommendations based on the research findings are presented and a model innovation-dissemination network described. (AJ)

ED 095 431 CE 002 594
Blumer, Alice Howard
Jail Operations: Programmed Instruction, Book 6. Special Prisoners.
Bureau of Prisons (Dept. of Justice), Washington, D.C.; Wisconsin Univ., Madison, Univ. Extension.
Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
Pub Date 73
Note—83p.; For related documents, see CE 001 781-5
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 2705-00011, $1.10)
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—Classroom Materials, *Corrective Institutions, Course Content, Decision Making Skills, *Instructional Materials, Job Training, Occupational Information, *Officer Personnel, *Professional Training, Programed Materials
Identifiers—*Correctional Officers
The programed course was written to help jail officers assume the demands of jail work and emphasizes that, in addition to routine tasks, officers must be fully prepared to serve an important function for society as well-trained, responsible professionals. Much of the officer's job will depend on his ability to make decisions and to avoid the mistakes and disproven beliefs of the past. The course material includes discussions of mistakes which other men and women have made on the job; this anecdotal background material was supplied by Federal Jail Inspectors. This sixth book of the course discusses a number of special prisoners, those whose physical disabilities or mental condition require special treatment and care while they are in jail and the ways in which the jail officer can effectively recognize and handle these people. A final examination for a course in jail operations is appended. (Author/AJ)

ED 095 432 CE 002 600
Abstracts of Instructional and Research Materials in Vocational and Technical Education. Vol. 7, No. 4.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date 74
Note—190p.
EDRS Price MF-$0.75 HC-$9.00 PLUS POSTAGE
Descriptors—*Abstracts, Coordinate Indexes, Curriculum Development, Directories, Educational Legislation, Educational Research, *Instructional Materials, *Research Projects, *Technical Education, *Vocational Education
Identifiers—Vocational Education Amendments of 1968
It is hoped the document will provide educators quick access to instructional and research materials in vocational and technical education. The document is divided into three major sections: Instructional Materials, Research Materials, and Projects in Progress. The first two sections are subdivided according to the categories abstracts, subject index, and author index. The subject index terms correspond to the descriptors in the Thesaurus of ERIC Descriptors and, together with the author index, provide access to the abstract subsection. The Projects in Progress Section, divided into Curriculum and Research subsections, announces in-progress research and curriculum development projects funded by the Vocational Education Amendments of 1968, Parts C, D, and I. The curriculum subsection includes a Curriculum Management Centers Directory; the research subsection provides a State Vocational Education Research Offices Directory. (Author/AG)

ED 095 433 CE 002 601
Abstracts of Instructional and Research Materials in Vocational and Technical Education. Vol. 7, No. 3.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date 74
Note—180p.
EDRS Price MF-$0.75 HC-$9.00 PLUS POSTAGE
Descriptors—*Abstracts, Coordinate Indexes, Curriculum Development, Directories, Educational Legislation, Educational Research, *Instructional Materials, *Research Projects, *Technical Education, *Vocational Education
Identifiers—Vocational Education Amendments of 1968
It is hoped the document will provide educators quick access to instructional and research materials in vocational and technical education. The document is divided into three major sections: Instructional Materials, Research Materials, and Projects in Progress. The first two sections are subdivided according to the categories abstracts, subject index, and author index. The subject index terms correspond to the descriptors in the Thesaurus of ERIC Descriptors and, together with the author index, provide access to the abstract subsection. The Projects in Progress Section, divided into Curriculum and Research subsections, announces in-progress research and curriculum development projects funded by the Vocational Education Amendments of 1968, Parts C, D, and I. The curriculum subsection includes a Curriculum Management Centers Directory; the research subsection provides a State Vocational Education Research Offices Directory. (Author/AG)

ED 095 434 CE 002 672
Microfiche Set of Documents Announced in Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), Volume 7, Number 5.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date 74
Note—20,613p.
Available from—Not available in hard copy
EDRS Price MF-$32.25 HC Not Available from EDRS.
Descriptors—Agricultural Education, Business Education, Career Education, Distributive Education, Documentation, *Educational Research, Health Occupations Education, Home Economics Education, Industrial Arts, *Instructional Materials, *Microfiche, Resource Materials, *Technical Education, Trade and Industrial Education, *Vocational Education
Documents announced in the Volume 7, Number 5 issue of "Abstracts of Instructional and Research Materials in Vocational and Technical Education" (AIM/ARM) are included in this microfiche set. Microfiche availability for these documents is shown in the AIM/ARM resume as MF available in VT-ERIC set. The microfiche set is arranged in the following sequence: (1) a VT number list of documents announced in AIM/ARM, v7, n5, and those found in the set, and (2) the full text of documents listed, in ascending VT-number order. The documents are filmed continuously. (Author)

CG

ED 095 435 CG 008 935
Bruning, Charles R.
Using the Community in a Drug Education Effort.
Pub Date Apr 74
Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Case Studies, *Community Involvement, *Drug Education, *Educational Programs, Health Education, Problem Solving, Program Descriptions, Project Training Methods, *Social Problems, Speeches, *Training Techniques
This paper describes how a small group of people representing one community both identified and set in motion a strategy to deal with the perceived drug problem in their community. The emphasis of the paper is on the process by which this group moved rather than on the specific details of their efforts. The paper is actually a case study of one of 20 communities that have been involved with a training program within U.S.O.E., Region VI Drug Education Effort, "-Help Communities Help Themselves." The program involves a small group of people from the community attending a 2-week training session in which the trainees explored the various aspects of drug use and abuse and developed team skills to take back to their community. The vehicle for action after their return was the Parents Are Responsible Program--an adult education program that offers a survey of the contemporary drug scene and is designed to help parents develop a personal perspective on the complexities of the drug problem. The paper describes reactions of the team members to the training sessions and their efforts in bringing their new expertise to their community. (Author/HMV)

ED 095 436 CG 008 966
Cole, Nancy S.
Unresolved Technical Issues in Fair Interest Measurement.
Pub Date 74
Note—14p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (New Orleans, Louisiana, April 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Discriminatory Attitudes (Social), *Interest Tests, Measurement, Occupational Choice, *Sex Discrimination, Statistical Data, *Test Bias, *Test Validity, *Vocational Interests
The problem of sex differences in interest measurement involves many technical issues and procedures. The purpose of this paper is to provide a description of the technical problems involved in construction, scoring, and interpretation

of interest measures as related to sex differences and to suggest guidelines within these technical issues which will help eliminate any factors that may influence a person to limit--or cause others to limit--his or her consideration of career solely on the basis of gender. The technical issues revolve around sex differences in item responses, appropriate composition by sex of criterion, reference, or norm groups, what to do about occupations involving primarily one sex, and interpretive and explanatory materials related to the above. Operational guidelines are provided on suitable technical procedures for different types of interest inventory scales as well as helpful interim procedures for use when changes in current procedures require a long period of time for implementation. (Author)

ED 095 437 CG 008 996
Vetter, Louise
What Can I Be When I Grow Up?
Pub Date Apr 74
Note—11p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (New Oreleans, Louisiana, April 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Career Choice, *Career Education, Interest Tests, *Occupational Choice, *Sex Differences, *Sex Stereotypes, Social Attitudes, Speeches, *Vocational Interests

Among the purposes of using interest inventories in career guidance are to broaden, stimulate, and provide a focus to career exploration, and to stimulate exploration of self in relation to career. This paper explores the research literature for evidence of the number and kinds of career options which boys and girls are considering and which careers they consider appropriate for their own sex and/or for anyone. The discussion emphasizes the role of socialization, which helps determine what is 'appropriate' and thus may limit what the student will consider. In addition, consideration is given to areas where further research is needed in order to clarify if, how, and in conjunction with what other techniques, interest inventories will lead students to consider a wider array of career options. (Author)

ED 095 438 CG 009 010
Arafat, Ibtihaj S. Chireau, Ruby M.
The Psychological and Emotional Effects of Abortion.
Pub Date [73]
Note—54p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*Abortions, *Counseling, *Emotional Adjustment, *Females, Program Improvement, *Psychological Patterns, Psychological Services, Research Projects

The purpose of this study was to investigate the psychological and emotional effects of abortion on women who terminated their pregnancies for social, economic, or personal reasons. These effects were determined, in part, by an analysis of the woman's concept of self, the external support given, and the various coping mechanisms utilized in the pre- and post- abortal phases. Age, race, marital status, education, occupation, income and number of children were found to influence women's general attitude towards abortion and their pre- and postabortal behavior. Postabortal emotions reflected feelings of relief and happiness in most women studied. Recommendations were made that the health disciplines improve the orientation of patients regarding abortion procedures and hospital routine, and also extend postabortal services by teaching contraceptive use and importance. (Author/PC)

ED 095 439 CG 009 018
Dill, Bonnie T.
Group Counseling and Communication Skills.
City Univ. of New York, N.Y. Bernard Baruch Coll. Dept. of Compensatory Programs.
Pub Date 74
Note—14p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—College Students, *Communication Skills, *Counseling Programs, Counselors, Educational Programs, *Group Counseling, *Remedial Instruction, Research Projects, *Team Teaching

This paper is an impressionistic appraisal of group counseling as a component of a coordinated approach to college level remediation. Counselors were assigned a group of students who were enrolled in Communication Skills, a course co-sponsored and team taught by the Departments of Compensatory Programs (Reading), English (Writing), and Speech (Speaking). It was designed to take a holistic approach to remediation by the integration of these areas of communication arts. The paper describes the techniques used by two counselors and their impressions of the impact of group counseling intervention on two separate groups of communication skills students and their respective teaching team. (Author)

ED 095 440 CG 009 032
Manuel, Phil A.
The Role of Men and Women in Our Society. A Consciousness-Raising Group Activity for Use with Grades 10, 11, and 12 Students in Canadian Schools.
Pub Date Jun 74
Note—7p.; Paper presented at the CGCA Western Regional Conference (Calgary, Alberta, June 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Counseling Programs, *Discriminatory Attitudes (Social), Feminism, Group Experience, High School Students, Program Descriptions, Role Theory, *Sex Role, *Sex Stereotypes, *Social Attitudes, Speeches, Workshops

This paper describes a consciousness-raising group experience for high school students regarding male and female roles in our society. Participants are 10-12 high school students (with an equal number of male and female students) and a counselor who served as group facilitator. The program consists of 12 numbered cards on each of which is written a short descriptive statement of an issue related to the topic of sex roles. A student takes case #1 and reads it aloud to the group, then reacts to the issue raised. Once that student has finished, the other participants are invited to join in a discussion of the issue. The purpose of this group activity is to raise the awareness of both girls and boys to the issue of early sex-role stereotyping in our society. The 12 cards with their descriptive statements are included in this paper. (Author)

ED 095 441 CG 009 033
Maslon, Patricia J.
Preparing Counselors for Disadvantaged Students Using Videotape and IPR.
Pub Date [73]
Note—11p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Counselor Training, Disadvantaged Youth, *Interaction Process Analysis, *Microcounseling, *Practicums, Program Descriptions, *Urban Education, Video Tape Recordings, Workshops
Identifiers—*Interpersonal Process Recall

This program describes an experimental series of six training workshops, directed toward the unique needs of counselors in inner-city schools. The workshops attempted to counteract insularity in current counselor education programs (textbooks and tape recorded interviews) by providing new and more potent methods for counseling disadvantaged students. The training sessions used videotaped stimulus vignettes, small group interaction exercises, and Interpersonal Process Recall demonstrations and recall sessions. The trainees were 12 masters degree candidates in Counselor Education at New York University; simultaneously, they were employed as counselors and teachers in "inner city" schools in New York City. The stimulus materials were videotaped by the workshop leader, and situations used in training were directly relevant to the trainees' ongoing needs and experiences in their work settings. Workshop sessions consisted of small group participation in structural exercises, which were videotaped, and large group discussions. Trainees viewed 12 threatening and immediate stimulus vignettes during which they were videotaped; small group interactions and total group discussions were also videotaped and played back, and IPR was used as a continuing vehicle for counselor supervision throughout the workshop series. Results of the workshop were rated as positive by the trainees. (Author)

ED 095 442 CG 009 043
Pedrini, D. T. And Others
Paired-Associate Learning by Institutionalized Adult Retardates: Inhibition and Speed.
Pub Date Jul 74
Note—17p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Adults, *Associative Learning, Institutionalized (Persons), *Learning Theories, Mental Retardation, *Paired Associate Learning, *Patterned Responses, *Retarded Readers, Slow Learners

Letter-letter, letter-number, and number-letter paired associates were used in this A-B, B-C, A-C study. There were two A-C lists, the positive-transfer stimulus-items of one became the negative-transfer stimulus-items of the other, and vice versa. Twenty subjects were included and each learned one A-C list. The main effects included, among subjects: sex (men, women), learners (quicker, slower), A-C lists (blue, red); within subjects: lists (A-B, B-C, A-C), transfer (positive, negative), and items (fastest, middle, slowest). In each analysis, quicker or slower learners tended to remain so; lists were not significantly different; corresponding items across lists did not remain fastest, middle, or slowest; transfer items were differentiated on A-C only. Other significances were discussed, but they were not consistent among analyses. The paper begins with a brief review related to inhibition and speed in paired-associate learning. (Author)

ED 095 443 CG 009 051
Turner, B. Carol, Ed.
Career Education in Warren Consolidated Schools.
Warren Consolidated Schools, Mich.
Spons Agency—Michigan State Dept. of Education, Lansing. Vocational Education and Career Development Service.
Pub Date Jun 74
Note—163p.
EDRS Price MF-$0.75 HC-$7.80 PLUS POSTAGE
Descriptors—*Career Education, Counseling, Program Descriptions, *Program Development, *Programed Units, *Sequential Programs, *Student Experience
Identifiers—Career Awareness through Realistic Experiences, Michigan, Project CARE

This document presents the results of a project in the Warren, Michigan Consolidated Schools to develop a system-wide career education program beginning at the kindergarten level and extending through adult and continuing education. It is based on a systematic, sequential approach where the phases (self and career awarness, exploration, preparation, and placement) are continuously recycled depending on the individual's needs and interests. Three types of instructional units were developed. One format is designed for implementation with a correlated, or interdisciplinary, approach. Another format is used for implementation in a single subject area. The third type of instructional unit is a 10-week course for seventh grade students. The document contains capsule reports of all instructional materials developed and implemented. Numerous appendixes present forms and surveys utilized, and examples of the various types of instructional units employed. (Author/PC)

ED 095 444 CG 009 053
Weinrach, Stephen G.
The Consistency of Student Priorities with Perceptions of the Counselor as a Source of Help.
Pub Date Jan 74
Note—10p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Counselor Evaluation, *Counselor Functions, *Counselor Role, Counselors, Field Studies, Research Projects, Secondary School Students, *Student Attitudes, *Student Evaluation

This study compares reasons high school students give for being in school with the types of assistance they associate with their counselors. In addition, the "fit" between the kinds of services students think they need and the kinds of services they are willing to accept from counselors are examined. Field research methodology was utilized and resulted in a low proportion of responses, which is pointed to as a major limitation of the study. Generalizations made on the basis of such

a restricted sample are considered tentative and should be interpreted with caution. These generalizations are: (1) students tend to view the counselor as helpful in educational or vocational planning more than personal concerns; (2) students tend to view improving themselves, as opposed to getting into college or job training, as the most important reason for being in school; (3) there is a discrepancy between the kinds of services which students think they need and the kinds of services they will accept from their counselors. (Author/PC)

ED 095 445 CG 009 054
Wendland, Leonard V. Wendland, Carroll Jean
State Vocational Agency Practices in the Purchase of Psychological Services.
Pittsburgh Univ., Pa. Research and Training Center in Vocational Rehabilitation.
Spons Agency—Pennsylvania State Dept. of Labor and Industry, Harrisburg. Bureau of Vocational Rehabilitation.; Social and Rehabilitation Service (DHEW), Washington, D.C. Rehabilitation Services Administration.
Pub Date 74
Note—25p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Consultants, *Consultation Programs, *Psychological Services, *Psychologists, Research Projects, *State Agencies, Surveys, *Vocational Rehabilitation
This article reports the results of a national survey on the practices of state vocational rehabilitation agencies with regard to purchase and utilization of psychological consultation services from private psychologists. A letter was sent to each of the 50 state vocational rehabilitation agencies requesting information on nine points. Forty-four states responded. While it is common procedure for state agencies to purchase private psychological services, the criteria governing service contracts, standards, and fees vary considerably. The survey data revealed that state agencies vary with regard to standards and methods of selection, qualification, and performance of psychologists. Information regarding the numbers of clients and psychologists involved, and the total amount of monies spent for psychological consultant services was obtained from approximately one-third of the responding states and was found to vary widely from state to state. It is likely that some of the influencing factors accounting for the large discrepancies are the size of the state agency, the rehabilitation case loads, the availability of public and private psychologists, and interagency cooperativeness. (Author/PC)

ED 095 446 CG 009 062
Children in Custody. A Report on the Juvenile Dentention and Correctional Facility Census of 1971.
Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
Pub Date [72]
Note—75p.
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—*Census Figures, Delinquent Rehabilitation, *Delinquents, *Juvenile Courts, Public Facilities, *Rehabilitation Centers, Residential Centers
This report represents the first complete census of public facilities in the juvenile criminal justice system. The coverage of the present census has been broadened to include those public facilities (detention centers and shelters) which serve children awaiting court action as well as those already adjudicated. The data has been divided into concise chapter headings: The Juvenile and His Various Statutory Images; The Institutions; The Inmates; The Care of the Inmates: Holding Patterns, Occupancy, and Services; Operations: Employment, Expenditures, and Physical Plant; and Georgraphic Notes. (Author/PC)

ED 095 447 CG 009 071
Student Financial Assistance (Theory and Practice of Need Analysis). Hearings Before the Special Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Ninety-Third Congress. Part I.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date Nov 73
Note—363p.
EDRS Price MF-$0.75 HC-$17.40 PLUS POSTAGE
Descriptors—College Students, *Federal Government, Federal Legislation, *Financial Needs, *Government Publications, *Higher Education, Theories
This publication contains the hearings of the Special Subcommittee on Education of the House of Representatives, October 15 and November 15, 1973. The topic of discussion before the committee was student financial assistance and, more particularly, the theory and practice of need analysis. Discussion in October centered on the systems of need analysis computation used by the College Entrance Examination Board and the American College Testing Service. The November meeting detailed the development and use of the Bureau of Labor Statistics' low- and moderate- income standards, and financial level figures developed by the Social Security Administration. Extensive appendixes follow the minutes of the meetings and offer detailed statistics and information on the various need analysis procedures. (Author/PC)

ED 095 448 95 CG 009 080
Cattell, Raymond B. And Others
Effects of Personality, Motivation, and Reward on Learning.
Institute for Research on Morality and Adjustment, Champaign, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-0330
Pub Date May 74
Grant—OEG-0-9-230330-4435
Note—75p.
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—Adolescents, Educational Research, *Individual Characteristics, *Learning, *Learning Processes, *Motivation, Research Projects, *Rewards
This project studied the effects of personality, motivation, and reward on the learning process in two main ways: (1) a long term study, which examined school achievement and gain in school achievement over a 1-year period, utilizing four major representative areas of school study; and (2) a short term study, which utilized a single lesson period and planned to relate learning not only to fixed personality and motivation traits, but also to emotional state at the time, stimulation of arousal, level of fatigue, amount of reward (contingent, noncontingent, immediate, and delayed), and changes of motivation level during the learning and recall (over a 2-week interval). The results of the long term study were statistically significant in support of several base hypotheses developed by the authors in previous research. Lessons in the short term study produced highly significant increments between pre-and posttests of achievement, but few differences were found for the diverse reward effects. The authors hope to utilize the extensive data for additional hypothesis testing in the areas covered by this research. (Author/PC)

ED 095 449 CG 009 084
Erickson, Linda G. Nordin, Margaret L.
Sex-Role Ideologies and Career Salience of College Women. A Preliminary Report.
Kansas State Univ., Manhattan. Center for Student Development.
Pub Date Mar 74
Note—29p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Career Choice, College Students, *Females, Mothers, *Occupational Choice, Research Projects, Role Conflict, *Role Perception, *Sex Role, *Socialization, Vocational Development
This project investigated attitudes of entering freshmen college women in an attempt to learn whether traditional sex-role ideologies were still predominant, and what the career and educational aspiration levels of these young women were. The variables most concerning the authors were career salience, educational and career aspirations, opinions on the women's movement, and expressions of success or achievement orientation. Seven hypotheses were formulated as well as a questionnaire designed to test these hypotheses. General findings from the study showed that 43 percent of the women gave career salient responses and that the greater proportion of these women were from urban backgrounds. Four-fifths of the career salient women said that their mothers were satisfied with the role of homemaker, and two-thirds of the mothers of these women who were employed had positive feelings about their employment. Detailed analysis of the results is not presented in this paper but will be forthcoming in another document. (Author/PC)

ED 095 450 95 CG 009 086
Nakamura, Charles Y.
Implications of the Assessment of Social vs. Task Orientation for Research on Socialization Processes and Edcuational Planning for Individual Children.
California Univ., Los Angeles.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-0589
Pub Date Jun 73
Grant—OEG-0-70-2655
Note—35p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Behavior Patterns, *Children, *Individual Development, *Orientation, Prediction, Research Projects, Self Actualization, *Social Development, *Task Performance
Identifiers—*Hypothetical Situation Questionnaire
This report presents the rationale, methods, and results of research that was planned to develop a way of identifying relatively effective children. The report contains the conceptual bases and development of the Hypothetical Situation Questionnaire (HSQ) as the means for distinguishing effective children. The HSQ contains three subscales that measure social orientation, task orientation, and self-assurance. These subscales were combined to yield profiles identifying children who were: (1) effectively responsive in situations to both social and task components; (2) primarily task oriented and effective or ineffective; and (3) primarily socially oriented and effective or ineffective. Experiments using the HSQ indicated that the instrument could differentiate types and levels of effectiveness among children. Identifications of subject variables and their specific interactions with situational variables permitted reliable predictions of the behavior patterns of the children. (Author/PC)

ED 095 451 CG 009 090
Shaffer, Warren F. And Others
Design and Evaluation of a Human Relations Training Program. Research Memorandum No. 100.
Minnesota Univ., Minneapolis. Psycho-Educational Center.
Pub Date [74]
Note—41p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Human Relations Programs, *Inservice Teacher Education, *Institutes (Training Programs), Program Descriptions, *Psychoeducational Processes, Teacher Education, Teacher Workshops, *T Groups
An instrument was designed to test the effects of a human relations training program which conformed to the Minnesota State Guidelines for imparting knowledge, building skills, and developing positive attitudes toward special groups. The training program followed a model for maximizing instruction summarized in Glaser and Resnick (1972) and drew from the literature on attitude change (Jones and Gerard, 1967) and training in communications skills (Carkhuff, 1971). The success of the program was demonstrated by test data and by informal feedback from the participants. (Author)

ED 095 452 CG 009 091
Shaffer, Warren F.
Human Relations Program II: A Technical Report. Research Memorandum No. 101.
Minnesota Univ., Minneapolis. Psycho-Educational Center.
Pub Date [74]
Note—36p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Certification, *Educational Programs, *Guidelines, *Human Relations, Learning Experience, Program Descriptions, Self Evaluation, *Teacher Educators
In response to a state regulation calling for a Human Relations Training Program as part of the recertification of teachers, four guidelines were

formulated. They are designed to help trainees to: (1) understand contributions and life styles of various racial, cultural, and economic groups in our society; (2) recognize and deal with dehumanizing biases, discrimination, and prejudice; (3) create learning environments which contribute to the self esteem of all persons and to positive interpersonal relations; and (4) respect human diversity and personal rights. This document offers an hour-by-hour description of the program which incorporates the guidelines into a single, reasonably cohesive package. The program was designed to effect cognitive changes in participants; it was, therefore, the effects of the program on trainees which were measured in pencil instruments, samples of which are included. (Author/CJ)

ED 095 453 CG 009 092

Wagner, Mary M. Wagner, Marsden G.

Helping Mothers in Denmark: Over Two Centries of Experience.

Pub Date [74]

Note—32p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Child Development, *Child Rearing, *Counseling Services, Family Planning, *Foreign Countries, *Health Services, One Parent Family, *Pregnancy, Program Descriptions

In Denmark a large and complex group of social, legal, educational, health, and financial services are available to all women who are pregnant and/or have children under 2 years of age. These services are the subject of two joint reports. The first report describes the history, organization, and administration of the program and the services for pregnant women. Through the nationally organized Mothers Help centers, almost half of all women in Denmark come into contact with and receive help from the centers during their pregnancies. Services provided include maternity allowances, counseling services, educational programs, and abortion counseling. Special services are provided for single parents in the form of: (1) legal aid in connection with affiliation proceedings against the child's father; (2) extensive counseling on whether or not to interrupt the pregnancy; and (3) special maternity homes for single pregnant women. A second report describes services for women with children under 2 years of age and concludes with an analysis of the problems and future of the program. In brief, services offered mothers with children under age 2 include: (1) family planning services; (2) domestic assistance; (3) housing, financial assistance, and educational programs for single mothers; and (4) children's allowances. The authors describes some implications of these extensive health services for the United States in terms of providing for the health and well-being of pregnant women--particularity young, unwed women. (Author/PC)

ED 095 454 CG 009 104

Bowditch, Anna H. And Others

A Self-Appraisal Manual Developed for Personal or Office Use and as a Possible Workshop Aid. Professional Audit for Secondary School Counselors Series.

American School Counselor Association, Washington, D.C.; Association of Coll. Admissions Counselors, Evanston, Ill.

Spons Agency—American Personnel and Guidance Association, Washington, D.C.

Pub Date Nov 73

Note—48p.

Available from—APGA, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009 ($2.50)

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*Counselor Evaluation, *Counselor Qualifications, Manuals, *Professional Associations, *Secondary School Counselors, *Self Evaluation

This manual, designed for secondary school counselors, is based on the concept that professional improvement can be accomplished mainly by self-evaluation in conjunction with support from one's own colleagues. Some of the purposes of the manual are to: (1) produce a tool by which the new counselor can conduct his own self-evaluation; (2) provide a vehicle for the experienced counselor to use as a self-review; (3) provide guidelines for the development and improvement of a guidance department; and (4) aid in periodic self-evaluation, self-learning, and self-improvement. The manual includes samples of self-administered evaluations and an extensive bibliography which counselors may use to aid in their self-evaluation. (Author/EK)

ED 095 455 CG 009 134

Cheek, Frances E. And Others

A Behavior Modification Training Program for Staff Working with Drug Addicts.

New Jersey Neuropsychiatric Inst., Princeton.

Pub Date Nov 73

Note—43p.; Paper presented at the Annual Meeting of the Association for the Advancement in Behavior Therapy (Miami, Florida, December 1973)

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*Behavior Change, Counseling, Drug Addiction, Drug Therapy, *Educational Programs, *Nonprofessional Personnel, Program Descriptions, *Self Control, *Staff Improvement

This paper describes a Behavior Modification Training Program, emphasizing self-control, for staff working with drug addicts. The program, which is primarily geared toward training paraprofessionals, takes place in 10 one-and-a-half hour sessions and includes an overview of behavior modification as well as instruction in behavior control, assertive training, rational thinking, and how to set up and run similar behavior modification training programs for staff and patients. To date, 17 staff training programs have been conducted at the New Jersy Neuropsychiatric Institute training 563 persons, while 1,368 patients have been trained in similar programs. Preliminary evaluation data have been promising and the response of participants enthusiastic. (Author)

ED 095 456 CG 009 139

Fenske, Robert H. Scott, Craig S.

College Students' Goals, Plans, and Background Characteristics; A Synthesis of Three Empirical Studies.

Pub Date Feb 73

Note—40p.; Paper presented at the Annual Meeting of the American Edcuational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*Changing Attitudes, *College Bound Students, *Longitudinal Studies, *Occupational Aspiration, Speeches, Student Characteristics, *Student Needs, Student Personnel Work

This study was designed to provide longitudinal data bearing on the change and/or stability of college-bound students' educational and vocational goals, as well as their background characteristics. Data from three studies were contrasted and compared. Included in these studies were: (1) a 2-year followup of 4,009 junior college students; (2) a 4-year followup of 5,623 4-year college students; and (3) a comparison of the responses of two independent samples (32,351 and 50,205) of high school seniors. Considerable differences in stability among characteristics were found; however, these seemed to be orderly and according to expectation. The utility of the findings regarding changes and stability in student characteristics for college personnel workers is discussed, and possible applications are suggested. (Author/PC)

ED 095 457 CG 009 141

Fisher, Dorrice

Cognitive Clearing Group Therapy for the Fragile Patient.

Pub Date 74

Note—20p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Anxiety, Behavior Change, *Drug Addiction, Drug Therapy, *Group Therapy, *Individual Development, Neurosis, Program Descriptions, *Self Concept

This report discusses an ego-oriented therapeutic approach developed for the fragile patient who needs to learn how to deal with the anxiety that feeds into a drug addiction problem. Through controlled thought and perception, he is helped to channel his anxiety into growth by employing the perceptual senses to redirect energy away from the need to defend, and by the interaction of the audiovisual, verbal, and kinesthetic methods which reinforce each other to "let in" environment. This therapeutic approach separates and concretely defines one's feelings from one's perceptions about what is actually occurring. Working on the concrete level aids one in clarifying, verifying, and establishing communication, and ultimately breaks down the neurotic reaction by separating feelings from fact. Once the patient has learned the concrete phase, he is helped to work on the abstract level, or feeling stage. (Author/PC)

ED 095 458 CG 009 143

French, Laurence Hyatt, Kathy

Incarceration as a Mechanism of Social Discrimination.

Pub Date [74]

Note—29p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Adults, *Corrective Institutions, *Minority Groups, *Prisoners, *Social Class, *Social Discrimination, Speeches

This paper addresses itself to the use of judicial discrimination as a vehicle of imposing and maintaining superordinate controls on society, especially in the white, male-dominated South. The study, using the North Carolina correctional system as an indicator of fair and equal justice, as manifested by our judicial ideals, shows that this is not the case. Direct relationships seem to exist regarding class, race, and sex in that there is a greater chance for lower classes, racial minorities, and male offenders to be prosecuted, convicted, and incarcerated than is the case for other offenders. While whites account for the majority of felony arrests, blacks are the ones who are adjudicated most harshly, accounting for the majority of incarcerations. Although females, in general, are subjected to reverse judicial discrimination, those adjudicated represent the same discriminatory patterns found among their male counterparts regarding class and race. Justice is viewed by the author as being relative in that it is defined not according to some rational, ideal standard but in line with the power elite's own value system, one that often is used to perpetuate the power differential between itself and perceived threatening outgroups in the society. (Author/PC)

ED 095 459 CG 009 145

Gang, Bill

An Adjustment to Get a Clear Image: Focus-Runaway Hostel.

Office of Juvenile Delinquency and Youth Development (DHEW), Washington, D.C.

Report No—SRS-73-26035

Pub Date 73

Note—35p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1766-00015, $0.60)

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*Adolescents, Community Involvement, *Community Programs, Counseling, *Delinquency, Program Descriptions, *Residential Centers, Social Responsibility, *Youth Problems

Runaways have become a concern to Congress, law enforcement agencies, courts, and parents. Since running away is a juvenile offense, it has serious legal consequences for the young people involved. This publication describes one community's successful effort to divert runaways from the juvenile justice system and to strengthen services to troubled youth wherever needed, but especially at the family and community level. The organization (in Las Vegas) is a private one called Focus; it provides, initially, a drop-in and encounter group center for adolescents with home problems on drug problems. This realistic yet imaginative residential program is described from its inception in 1972 to the present date, and includes conversations with staff, public officials and runaways themselves. Local citizens and officials are beinning to realize that peer influence, guided by somebody with professional ethics, probably makes more impact on people with drug or alcohol-related problems than any traditional agency approach. (Author/PC)

ED 095 460 CG 009 157

Jensen, Gary F.

Perspectives on Inmate Culture: A Study of Women in Prison.

North Carolina Univ., Chapel Hill.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date [73]
Note—33p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Corrective Institutions, *Females, *Institutionalized (Persons), *Prisoners, Research Projects, Sex Differences, Subculture

This study explores a range of issues characterizing prisonization research based on male populations but does so utilizing cross-sectional questionnaire data gathered from 172 female felons and misdemeanants incarcerated in a prison for women in the southeastern United States. The analysis concentrates on three major issues: (1) the relation of traditional "situational" variables (career phase and group contact) to inmate perspectives, (2) the relative impact of situational versus "imported" characteristics on inmate perspectives, and (3) the relevance of labeling theory notions of retributive justice to prisonization research. In general, it was found that the patterns involving career phase and group contact were similar to those typically found among males and similar to the most recent analysis among females. Moreover, of all situational variables examined the traditional situational variables were the most strongly related to inmate perspectives. On the other hand, the background variables, age and felony status, were more strongly related than situational variables. Finally, career phase and group contact were more strongly related in some categories of inmates than in others and the pattern of "interaction" found seems to have been anticipated by labeling theorists. This latter set of findings suggests that prisonization models might be "specified" by drawing on notions of retributive justice. (Author)

ED 095 461 CG 009 162
Latta, R. Michael
The Influence of Achievement Motivation, Success, and Intended Effort on Behavioral Intensity.
Pub Date May 74
Note—16p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, Illinois, May 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Behavioral Science Research, Behavior Patterns, Cognitive Processes, *Feedback, *Motivation, *Performance Factors, Research, Speeches, *Success Factors

Two experiments were designed to test Kukla's cognitive theory of task performance, based on intended effort. Experiment I was designed to determine if success feedback leads to an overall increase in performance level and differential asymptotic performance for those high and low in achievement motivation. Experiment 2 was aimed at determining if intended effort is positively related to behavioral intensity and whether it varies with achievement motivation. Results of the experiments revealed that: (1) intended effort predicts behavioral intensity and performance level better than achievement motivation and success feedback; (2) success feedback produces initial increases in performance for all subjects; and (3) success feedback produces earlier asymptotic performance for those high, compared to those low, in achievement motivation. The results are discussed with respect to consistency in cognitions and behavior. (Author/PC)

ED 095 462 CG 009 163
Humphreys, Lloyd G. And Others
The Sex by Race Interaction in Cognitive Measures.
Spencer Foundation, Chicago, Ill.
Pub Date [71]
Note—25p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*High School Students, Interaction, Race Influences, *Racial Factors, Research Projects, *Sex Differences, *Social Factors, *Socioeconomic Influences
Identifiers—*Project TALENT

Data consisting of more than 80 cognitive measures from Project TALENT for 100,000 white and black students was analyzed for possible race by sex interactions. Control variables included geographical area, grade in high school, and socioeconomic class. Race-by-sex interactions were largest when socioeconomic class was controlled, and were highly related to the size of the main effect of sex as well. White boys and girls differed more than black boys and girls regardless of whether the overall sex differences favored males or females. Sex-by-grade and, to a lesser extent, sex-by-area interactions were also moderately large and consistent with the size of the sex main effect. Because there were no consistent relationships with other main effects, and because the measures producing sex differences also tended to produce the interactions, it was concluded that sex differences and the interactions with sex share the same causes. Differences between these results and those of Jensen were also discussed. (Author/PC)

ED 095 463 CG 009 167
Nash, George
The Impact of Drug Abuse Treatment upon Criminality: A Look at 19 Programs.
Montclair State Coll., Upper Montclair, N.J.
Spons Agency—New Jersey State Dept. of Health, Trenton. Div. of Narcotic and Drug Abuse Control.; New Jersey State Law Enforcement Planning Agency, Trenton.
Pub Date Dec 73
Note—93p.
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—Clinics, *Drug Abuse, Prevention, Program Descriptions, *Program Effectiveness, *Program Evaluation, Relationship, *Socially Deviant Behavior, State Agencies, *State Programs
Identifiers—*New Jersey

This document reports on an exhaustive study into the large-scale treatment of drug abuse in New Jersey. Seeking to assess the impact of these programs, the state provided money to cover the cost of this comprehensive, year-long survey of both methadone maintenance and drug-free treatment projects. The findings generally supported the New Jersey State Law Enforcement Planning Agency's funding policies and commitments toward drug treatment, but the study also contained some revelations. It challenged some traditional views about treatment and suggested that certain program changes could result in more effective treatment. Of major significance was the general conclusion that drug program effectiveness could be measured; also that both major methods of treatment were helping to reduce crime while helping addicts and ex-addicts to lead lives without crime. Neither method was found to be more effective than the other. The study is viewed as a valuable framework for the implementation of improvements in the operation and analysis of nationwide drug treatment programs. (Author/PC)

ED 095 464 CG 009 168
Neely, Margery A.
The Kansas Model for Career Education.
Pub Date Apr 74
Note—16p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (New Orleans, Louisiana, April 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Adolescents, Adults, *Career Education, Career Planning, *Counseling Programs, *Decision Making Skills, *Individual Development, Models, *Program Descriptions

This document briefly summarizes the Kansas Model for career education. The model is explained through comparisons with other models, and through a brief description of its two-dimensional structure of process phases on one side and four career components on the other side (self, work, leisure, resources). The process itself is a decision-making strategy that can be learned for creative career development by individuals of any age group. The Kansas Model may be applied to all learners because they can enter the process wherever they are, at any stage in their own development. Individuals may exit and recycle, if necessary, because they are taught the use of the process as a decision-making paradigm, and they learn to assess their progress toward the outcome action. The author notes that concepts and outcomes remain constant throughout the life span; content and activities may differ from age to age. (Author/PC)

ED 095 465 CG 009 169
Penn, Lavern Bolding, James
Relationships Between Interpersonal Characteristics and Counselor Personality.
Pub Date [70]
Note—11p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Counselor Evaluation, *Counselor Performance, Counselors, *Human Relations, Individual Characteristics, *Interpersonal Competence, Interpersonal Relationship, Research Projects, *Secondary School Counselors
Identifiers—16PF, *Barrett Lennard Relationship Inventory, Sixteen Personality Factor Questionnaire

The purpose of the investigation was to observe the relationship between the personality of high school counselors and their interpersonal characteristics. Forty high school counselors responded to the 16PF and 160 senior counselees rated their respective counselors by completing the Barrett-Lennard Relationship Inventory. Moderate relationships were observed. Counselors who were rated high by their counselees on interpersonal characteristics tended to be assertive, happy-go-lucky, venturesome, suspicious (hard to fool), and self-sufficient. Since Rogers (1957) and others include interpersonal characteristics as essential to effective human relations, counselors reaching higher levels of these significant factors tend to have greater success with constructive client outcomes. (Author)

ED 095 466 88 CG 009 173
Orientation to a Systematic Approach to Guidance.
Mesa Public Schools, Ariz.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date [74]
Note—34p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Career Education, *Educational Programs, *Guidance Services, Longitudinal Studies, Models, *Objectives, Program Descriptions, Staff Improvement, *Staff Orientation, Vocational Development
Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

This book represents an effort to demonstrate, in a limited 60-minute experience, the type of staff development modules or packages which are being developed by the Mesa, Arizona Public Schools. It also represents a larger ongoing effort to develop a comprehensive career guidance model based on a systematic planning approach. The purpose of the 60-minute experience is to demonstrate, through actual involvement, what a competency-based staff development training package is and how it is used. On successful completion of this mini-pac, the participant will be able to: (1) identify the four major components of the comprehensive approach to career guidance; (2) state in his/her own words at least one planning task; (3) identify the difference between a current program assessment and a desired outcomes assessment; (4) present a minimum of one structuring task; (5) state one program implementation task; (6) identify four components of this staff development package; and (7) list two types of data which could be collected for program evaluation. (Author/PC)

ED 095 467 CG 009 178
Wellington, John A.
Counselors--Where Do You Get Your Inner Strength?
Pub Date Apr 74
Note—11p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (New Orleans, Louisiana, April 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Counselor Attitudes, Counselor Performance, *Counselor Training, *Helping Relationship, *Interaction, *Interpersonal Relationship, Speeches, State of the Art Reviews

This document reviews the many discrepancies and problems in counselor training and attempts to provide concrete suggestions for improvement. Honest self-appraisal and development are viewed as prerequisites to the development of helping

relationships with others. Typically, counselors are trained to model behavior in isolation, to emphasize therapy rather than prevention, to function in an environment separate from that of their clients, and to operate without understanding the goals of the institution. The counselor emulates behavior which may prevent him from identifying himself; and he often counsels in a setting where interaction is restricted. For effective counseling, the author outlines the following conditions: (1) counselors must counsel in the client's world; (2) they must counsel within the framework of the institutions which utilize their services; (3) counselors must perceive of themselves as educators; (4) areas in which they can be effective leaders must be defined and then entered; (5) they must define roles and priorities consistent with their personalities; (6) they have to learn how to help their clients understand the moral issues involved if realistic decisions are to result; and (7) counselors need to work in learning systems where interactive behavior permits personal and professional growth. (Author/PC)

ED 095 468 CG 009 179

Whitaker, Carl A.

Power Politics of Family Psychotherapy.

Pub Date Feb 74

Note—5p.; Paper presented at the Annual Meeting of the American Group Psychotherapy Association (February 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Counseling Theories, *Counselor Role, *Family Counseling, *Group Dynamics, Interpersonal Relationship, *Psychotherapy, Speeches, Teamwork, *Therapeutic Environment

It is postulated that the standard framework for psychotherapy, a cooperative transference neurosis, does not validly carry over to the successful psychotherapy of a two-generation family group. In many disturbed families, the necessary and sufficient dynamics for change must be initiated, controlled, and augmented by a group dynamic power-play, precipitated by the psychotherapist. Indeed the therapist, or the therapeutic team, would be wise to regard the beginning of psychotherapy as a political process quite similar to that in the opening phase of a chess game. There is evidence that dominating the center of action, protecting the king at all costs, saving the all-powerful queen until mid-game, and positioning the group members to protect each other, are part of a valuable metaphor for understanding the success and failure of family psychotherapy. (Author/PC)

ED 095 469 CG 009 180

Keller, Mark, Ed.

Alcohol and Health; New Knowledge.

National Inst. of Alcohol Abuse and Alcoholism (NIMH), Rockville, Md.

Pub Date Jun 74

Note—242p.

Available from—National Clearinghouse for Alcohol Information, Box 2345, Rockville, Maryland 20852; U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1724-00399; $2.55)

EDRS Price MF-$0.75 HC-$11.40 PLUS POSTAGE

Descriptors—*Alcohol Education, *Alcoholism, Conference Reports, *Federal Government, *Guidelines, Information Dissemination, *Program Descriptions, Scientific Research

This second report to the Congress of the United States on Alcohol and Health concentrates on highlighting certain advances in knowledge gained about uses and misuses of alcohol in the last few years. It does not attempt to address all aspects of knowledge, and deliberately bypasses those areas in which new information may be developing but has not yet reached a sufficiently reportable level. This report offers: (1) an authoritative guide to understanding what scientists and scholars are currently studying and reporting, (2) a picture of current realities, and (3) a basis for thinking about problems related to alcohol and their possible solution. This publication is not an authoritative guide for solving moral issues which belong in the realm of personal decision. Emphasis is given to the important and expanding role of the National Institute on Alcohol Abuse and Alcoholism, and its progress toward "programs for people." The legislative mandate for the states to produce a working, viable plan for the provision of alcoholism services has now been implemented in every state of the union, and this mandate is viewed as the most significant progress made in recent years to provide effective, quality treatment to every alcoholic person who needs it. (Author/PC)

ED 095 470 CG 009 183

Mentality and Mechanics of Social Control.

Pub Date Apr 74

Note—29p.; Papers presented at the Annual Meeting of the American Orthopsychiatric Association

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Attitudes, *Conferences, *Ethical Values, *Mental Health Programs, *Psychiatry, *Social Change, Speeches, Therapists, Therapy

Identifiers—*Orthopsychiatry

This group of papers presents the conference reports and discussion topics of the American Orthopsychiatric Association annual meeting. The conference topic was "Dilemma of the Therapist; Practice and Values in a Changing Society." Reports and discussions focused on examining ethical concerns and the dilemmas they pose for therapeutic practice; they specifically dealt with the following topics: (1) changing definitions of sexuality, (2) the variety of new therapeutic modalities and their philosophical underpinnings, (3) the appropriateness of offering mental health services in certain institutional settings, (4) the influence of changed delivery systems on therapeutic work, (5) the influence of changing life styles and family patterns, (6) the influence of socioeconomic class on practice, and (7) the impact made by ethnic struggles on therapeutic work. The list of discussion topics clearly suggests how the external world interfaces with psychological concerns and adaptation--two interdependent, reciprocal, and inseparable spheres of complex human existence. (Author/PC)

ED 095 471 CG 009 184

Goldstein, Joel W.

Students' Evaluations of Their Psychoactive Drug Use.

Pub Date 74

Note—19p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*College Students, *Drug Abuse, *Evaluation, Experience, Individual Needs, *Individual Psychology, Life Style, Research Projects, *Summative Evaluation

Identifiers—Carnegie Mellon University

Evaluations were obtained with the same questionnaire item in 1968, 1969, 1970, and 1972 at Carnegie-Mellon University. The evaluations of marijuana and LSD experiences reported in 1968 were very similar to those at California Institute of Technology in 1967. Evaluations varied by drug, but were predominantly "beneficial and helpful" (marijuana, hallucinogens, tranquilizers/barbiturates), or "no particular effect" (amphetamines, beer, liquor, tobacco, narcotics). In the class of 1972, evaluations were positively related to number of usage experiences, and remained steady over time for all drugs except hallucinogens; these were seen less positively in later surveys. More negative experiences resulted from hallucinogen use than from any other drug. Statements about drug effects were evaluated by the subjects in terms of their own experiences and expectations and those of their peers. Counselors and educators should be aware that most drug-related experiences are viewed by students as either beneficial or neutral. (Author/PC)

ED 095 472 CG 009 185

Hearn, D. Dwain, Ed. Nicholson, Sandy

Values, Feelings and Morals Part 1: Research and Perspectives. Part 2: An Annotated Bibliography of Programs and Instructional Materials.

American Association of Elementary, Kindergarten, and Nursery Educators, Washington, D. C.

Pub Date 74

Note—175p.

Available from—American Association of Elementary-Kindergarten-Nursery Educators, 1201 16th Street, N.W., Washington, D.C. 20036

EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Adolescents, *Annotated Bibliographies, Books, Conference Reports, Educational Objectives, Educational Programs, *Emotional Development, Ethics, *Instructional Materials, *Values

This two-part document offers approaches and directions for school personnel in the development of childrens' values, feelings, and morals. Part 1 contains the presentations made at the 1973 National Research Committee Conference entitled "Children/Values, Feelings and Morals," each of which addresses a particular aspect of the overall topic. Presentations are: (1) The Development of Moral Thought in Children; (2) Children's Understanding of Morals; (3) Mass Media and Moral Development; (4) Matching Communication Pace with Children's Cognitive Styles; (5) Primary Level Curriculum: Cognitive Developmental Theory of Moral Reasoning; (6) Influencing Children's Values, Feelings, and Morals: Program Development and Problems; and (7) Ethnic and Social Class Attitudes and Behaviors of Children. Part 2 is an annotated bibliography of books for children and teachers, films and filmstrips, media materials, program guides, and catalogs--all dealing with the topic of developing values, feelings, and morals in children. (Author/PC)

ED 095 473 CG 009 190

Rossi, Jean J.

Challenges and Issues in Private Practice in Working with Addicted People.

Pub Date Aug 74

Note—17p.; Paper presented at the Annual Meeting of the American Psychological Association (New Orleans, Louisiana, August 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Alcoholism, Conditioned Response, *Health Personnel, Program Improvement, *Psychological Services, Psychologists, *Social Influences, Speeches, *Therapy

The author focuses on a number of key issues which appear to be common to a variety of alcohol treatment programs which have as their intention the amelioration of alcohol problems. The aim in this paper is to call attention to these issues and to discuss their implications for the manner in which health care workers think about alcohol problems, their effect on staff relationships, and the manner in which the staff decides to provide services. In short, the author suggests that the solutions to problems are not independent of how they are perceived, and one may learn more about alcohol problems by not focusing on them per se, but on how care workers think about them. Issues under examination include: (1) organizational self-preservation; (2) the physical setting and environment as a significant impact on an organizations' processing of its clientele; (3) the displacement of goals by an organization; (4) the biases of health care providers; (5) social stratification variables as they affect one's perception of problems; and (6) the effect of suggestion, label, variability, and labeler on the deviance-defining process. (Author/PC)

ED 095 474 CG 009 192

Bailiff, Norman Lynn, Jr. Jacobs, Marion K.

Correlates of Success in Chemistry 1A at UC [University of California] Irvine.

California Univ., Irvine. Student Affairs Office of Studies and Research.

Pub Date Jun 74

Note—28p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Achievement Rating, *Chemistry, *College Students, *Predictive Measurement, *Program Development, Relationship, Research Projects, *Success Factors

This paper discusses correlates (not causes) of success in a college chemistry class. It focuses on the immediate and practical concern of identifying those antecedent variables which, because of their close association with success in chemistry, could be used to predict success. Multiple regression analysis determined that the most satisfactory predictors of chemistry grades were measures of mathematical ability, previous study of chemistry, and overall academic achievement. A regression equation was developed which could be used to identify individual students who might, because of inadequate preparation, benefit from tutoring or an alternative course sequence. Suggestions for program development included a cooperative effort toward reducing the likelihood of failure experiences for students through programs which

foster cognitive and affective competencies. For those students who do not succeed, colleges should be prepared to offer academic, career, and personal counseling to assist them in evaluating their situation and in choosing wisely among available alternatives. (Author/PC)

ED 095 475 CG 009 229
Goldman, Lawrence A.
Determining Job Satisfaction and Dissatisfaction in the U.S. Navy.
Pub Date Aug 74
Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (New Orleans, Louisiana, August 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Adults, *Career Choice, Factor Analysis, *Job Satisfaction, *Military Personnel, Research Projects, *Retention

The purpose of this study was to describe the major sources of job satisfaction and dissatisfaction in the Navy, as well as the relationship of this satisfaction to retention of naval personnel. To identify sources of satisfaction and dissatisfaction, eight Navy ratings (occupational career fields) were analyzed. Individuals in each of the ratings were required to respond, on a one-to-five continuum, to statements associated with 33 job factors. Review of these ratings indicated that, although individuals were provided with the opportunity to assume responsibility in carrying out assigned duties to completion, they were dissatisfied by an apparent lack of sufficient recognition for their efforts. In addition, they were dissatisfied in their perception of the way in which the military system operates. In a separate study conducted to determine the relationship between job satisfaction and reenlistment, equal satisfaction was found for both first-term and career force personnel who stated that they planned to reenlist. Satisfaction factors apparently play a much greater role for first-term personnel than for career personnel. (Author/PC)

CS

ED 095 476 CS 001 163
Downing, John And Others
A Cross-cultural Test of the Cognitive Clarity Theory of Reading.
Pub Date Nov 73
Note—10p.; Paper presented at the Annual Convention of the National Reading Conference (Houston, Texas, Nov. 29-Dec. 1, 1973)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*American Indians, *Beginning Reading, Cognitive Development, *Cognitive Processes, Kindergarten Children, Reading, Reading Ability, Reading Processes, *Reading Readiness, *Reading Research, Reading Skills
Identifiers—British Columbia

The aim of this study was to test a hypothesis derived from the Cognitive Clarity Theory which compares Indian and non-Indian children in two localities of British Columbia. It was hypothesized that, in comparison with Indian children, the non-Indian children would show significantly superior performance on objective tests of cognitive clarity in learning to read. The subjects consisted of kindergarten children from two school districts. In District 1 all the Indian boys and girls were tested and compared with a sample of non-Indian boys and girls selected by random procedures. In District 2 the same sampling procedure was followed. Five subtests of the Canadian Reading Readiness battery were administered to the subjects. This test is experimental and contains the following subtests: orientation to literacy, understanding literacy behavior, technical language of literacy, visual letter recognition and letter-name knowledge, and initial phonemes. The results supported the hypothesis derived from the Cognitive Clarity Theory of learning to read. The Indian children were significantly less able to recognize the acts of reading and writing, their ability to recognize and name letters was significantly poorer, and their concepts of word and letter were significantly less than those of the non-Indian children. (WR)

ED 095 477 CS 001 166
Downing, John
The Cognitive Clarity Theory of Learning to Read.
Pub Date Jul 71
Note—13p.; Paper presented at the Annual Meeting of the United Kingdom Reading Association July 23-28, 1971
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Beginning Reading, *Cognitive Processes, Learning, Reading, Reading Development, Reading Difficulty, *Reading Processes, Reading Research, *Reading Skills, *Theories

The cognitive clarity theory may be stated quite simply and briefly: (1) Learning to read involved applying general intellectual abilities to the task. (2) Reading is usually a silent activity, and there are very few outward signs of what the behavior involves. (3) Children do not know the basic concepts involved in thinking about the tasks of reading and writing. (4) Under reasonably good conditions the child works himself out of the initial state of cognitive confusion into increasing cognitive clarity about the purpose and nature of the skills of literacy. (5) Although the initial stage of literacy acquisition is the most vital one, cognitive clarity continues to develop throughout the later stages of education as new abstract concepts of language are added to the student's undertaking. In a model of the cognitive process of the literacy learner, the learner is assailed simultaneously by three voices: linguistic stimuli, the voice of the school culture, and extraneous stimuli. Applying this model to the data from the Comparative Reading Project, it becomes clear that there are many hazards in the child's linguistic and educational environments which may cumulatively cause the total level of cognitive confusion to become intolerable. (WR)

ED 095 478 CS 001 230
McLean, Beverly
Reading Research: The State of the Art As It Reaches the Classroom.
Pub Date May 74
Note—11p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Reading Instruction, Reading Materials, *Reading Research, Research Criteria, *Research Methodology, *Research Needs, *Teaching Methods

Reading research over the past 50 years seems to have produced little useful information for classroom teachers. This does not imply that nothing of importance has been accomplished, but does indicate that communication barriers exist. One major impediment to progress is the lack of understanding by classroom teachers as to what research is all about. Another difficulty is devising ways to effectively bridge the communication gap so that the findings of research may be formulated into practical classroom methods and materials. If research is to have a more direct impact in the classroom, teachers should be asked where they think the focus should be in the next ten years. Much of this future research will have to be conducted in the schools with real students if it is to have value. The schools, classroom teachers, and researchers must work together to develop appropriate strategies to implement research which will be valid as well as useful for students. (TO)

ED 095 479 CS 001 231
Oregon Criteria of Excellence in Reading Programming.
Oregon State Dept. of Education, Salem.
Pub Date Mar 74
Note—37p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Community Involvement, *Evaluation Criteria, Inservice Teacher Education, *Performance Criteria, *Program Evaluation, Program Planning, Reading Achievement, Reading Diagnosis, Reading Instruction, Reading Interests, *Reading Programs
Identifiers—*Right to Read

The Oregon criteria of excellence for quality community reading programs include criteria for the following: (1) staffing, preparation, and inservice training for personnel; (2) organization and management; (3) maintenance and dissemination of materials and information; (4) diagnosis and prescription; (5) the developmental reading program; (6) commitment; (7) interest and enjoyment; and (8) evaluation. An assessment checklist for these criteria is also included. (TO)

ED 095 480 CS 001 266
Job Corps Reading Manual.
Office of Economic Opportunity, Washington, D.C. Job Corps.
Report No—7610-T72-9002; PM-400-2
Pub Date Jun 67
Note—125p.; Tests omitted due to copyright restrictions
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—Beginning Reading, Independent Reading, Individualized Reading, Job Training, Reading Ability, Reading Achievement, Reading Diagnosis, *Reading Improvement, *Reading Materials, *Reading Programs
Identifiers—*Job Corps

Designed to assess the current reading ability of a Job Corps member, to introduce him to appropriate material for improving his reading ability--combining self-paced and individualized instruction--and to raise his reading ability to the seventh or eighth grade level as measured by standardized reading achievement instruments, this reading program consists of three major components: the beginning reading program, the graded reading selections, and the advanced reading program. Supplementary sections include "The Controlled Reader Jr." for reading speed improvement, "The Language Master" for vocabulary practice, "The Job Corps Library," and "Instructional Reading Films." An appendix lists reading materials which provide Table of Allowance line item numbers and Job Corps codes. (JM)

ED 095 481 CS 001 268
Blair, Judith R.
The Status of Nonfiction in the Reading Interests of Second, Third and Fourth Graders.
Pub Date Jun 74
Note—74p.; M. Ed. Thesis, Rutgers University, The State University of New Jersey
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Grade 2, Grade 3, Grade 4, *Independent Reading, *Nonfiction, Reading, Reading Ability, *Reading Interests, Reading Materials, *Reading Research, Reading Skills, Rural Youth, *Sex Differences

The purposes of this study were to investigate the status of nonfiction in the reading interests of second, third, and fourth graders and to determine the effectiveness of a personal reading record as a measure of reading interests. All students in the second, third, and fourth grades of a middle-class rural area in central New Jersey served as subjects in this study. Students were asked to keep a record of the books that they read in their free time for a period of 3 months. When the sheets were collected, a stratified random sample was taken to provide a population of 120 students, 40 at each of the three grade levels. The percent of nonfiction books read was calculated for each of the reading records of these students. Frequency tables were made for the percentages by grade, sex, and reading ability. A chi-square test for independent samples was used for each of the variables. The results indicated that there was no significant increase in the number of nonfiction books read as the grade increased, but that an average of one-fifth of the books read by each grade was nonfiction. Reading ability was also shown to have no effect on the books read by boys and that read by girls. (WR)

ED 095 482 CS 001 270
i.t.a. Research Abstracts: Forty-two Studies of the Effectiveness of i.t.a. Abstracted in Systematic Form.
Initial Teaching Alphabet Foundation, Hempstead, N.Y.
Pub Date 71
Note—34p.; Special issue of the i.t.a. Foundation Report
Available from—Initial Teaching Alphabet Foundation, 52 Vanderbilt Avenue, N.Y., N.Y. 10017 (single copy free)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Beginning Reading, *Initial Teaching Alphabet, *Literature Reviews, Reading, Reading Improvement, *Reading Instruction, *Reading Research

This booklet summarizes forty-two Initial Teaching Alphabet (i.t.a.)research reports, highlighting the major features of each study. With minor variation, usually resulting from an absence of complete information, each abstract indicates the number and type of students involved, their grade level, and how they were assigned to experimental or control groups. The reading materials used by each of the groups, the comparability and specific training of teachers, as well as how they were assigned to classes are cited where possible. This information is followed by a list of the evaluation instruments used, the duration of the study, and the percentage of students who made the transition to traditional orthography at the time they were tested. In each abstract, results are summarized with references to the administration of instruments or final observations based on the children's ability to read in traditional orthography. (WR)

ED 095 483 CS 001 271

Markert, Sandra J.

Relationships between Listening Comprehension and Reading Comprehension Among Second-Graders.

Pub Date May 74

Note—59p.; M.Ed. Thesis, Rutgers University, The State University of New Jersey

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—Age, Auditory Training, Grade 2, Intelligence, *Learning Modalities, *Listening Comprehension, Listening Skills, Listening Tests, Reading Ability, *Reading Comprehension, *Reading Readiness, Reading Skills, Reading Tests

This study examines the relationships between reading comprehension and listening comprehension among second graders with regard to age, reading ability, and intelligence. One form of the Gates-MacGinitie Reading Test was administered to 66 second graders to measure reading comprehension and a revised alternate form of the same test measured listening comprehension. To determine modality preference, reading and listening scores were compared for the highest and lowest thirds in reading and again for the highest and lowest thirds in intelligence. The most dramatic difference between reading and listening was found when the reading and listening scores were compared for the lowest third in reading ability and the lowest third in intelligence. In both cases, subjects scored significantly higher on the listening comprehension test. In the highest thirds in intelligence and reading ability, no significant difference was found between modalities. These results suggest a need for auditory learning activities for those scoring low in reading or in intelligence. (SW)

ED 095 484 CS 001 278

Eisenhardt, Catheryn T.

The Structure of Meaning--A Linguistic Description.

Pub Date May 74

Note—8p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, Louisiana, May 1-4, 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Intonation, *Linguistics, Punctuation, Reading, *Reading Comprehension, Reading Development, *Reading Skills, Semantics, *Sentence Structure, Syntax, Vocabulary

Just as a reader must bring an experiential conceptual background to the printed page, so must he bring an ability to recognize the graphic cues that signal meaning. The graphic cues or structural meaning works as a system the description of which can be outlined in three parts as the vocabulary, the structure, and the sound. What has been neglected in the area of vacabulary is the concept that words alone do not carry precise meaning until they are placed in the structural and intonational system of the English language. An individual's sense of structure gives the written work meaning or determines how it means in contrast to what it means. Intonation functions as a controller of meaning. Generally speaking, the structural and intonational signals are not new. What is new is that this description of how meaning is structured is linked to the language that the child already knows intuitively so that the whole system can be taught without technical terminology at an early age and as the child is learning to read. What is also new is that this knowledge of the signals is not isolated as part of a spelling program or a grammar lesson but in the context of meaning in reading. (WR)

ED 095 485 CS 001 279

Griffin, Margaret M. Brousseau, Paula J.

Using Evaluation to Identify "Good" Teachers of Reading.

Pub Date May 74

Note—14p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, Louisiana, May 1-4, 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—College Students, Curriculum Development, *Effective Teaching, Reading, Reading Improvement, Reading Instruction, Reading Programs, *Reading Research, *Teacher Education, *Teacher Evaluation

This paper discusses a 3-year project conducted at two universities and aimed at providing an ongoing evaluation of teachers of reading. The contents include a review of the literature on teaching behaviors in reading; a theoretical concept of evaluation within which the program operates; seven theoretical questions which look at a definition of good teachers of reading; limitations of the project; alternatives such as team teaching, graduate practicum, and students being tutored in reading; information on student and faculty needs from the definitions of teachers of reading; a plan for the collection of data, results, and use of information; an example of one procedure for implementation; and the results so far of one project in evolving the behaviors of good teachers of reading. (WR)

ED 095 486 CS 001 280

Googins, Duane G.

A Resource Unit Model Approach for Servicing Children with Learning Problems.

Pub Date 74

Note—10p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Curriculum Development, Elementary Grades, Learning Difficulties, *Learning Disabilities, Models, Reading, *Reading Difficulty, Reading Improvement, *Reading Instruction, *Reading Programs, Secondary Grades

The purpose of this paper is to give a brief overview of the reasons why a model change for servicing children with specific learning needs was recommended for the St. Anthony Village-New Brighton School District, an overview of the Resource Unit model proposed, and a summary report of the Resource Units within a small district's elementary and secondary schools based on data acquired the first semester of the 1973-74 school year. The contents include "Historical Background," "Resource Unit Model Study," "State Guidelines and Reimbursement Patterns for Special Education Services," "Resource Teacher Working Model," "Building Resource Units," "Record Keeping-Forms," "Patterns of Service," "Number of Students Seen by Resource Unit Teachers," and "Considerations." (WR)

ED 095 487 CS 001 281

Schoenfeldt, Barbara Barliant

The Perceptual-Motor Survey as a Reading Clinic Diagnostic Tool.

Pub Date 73

Note—196p.; Ph. D. Dissertation, University of Georgia

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-31,960, MF $4.00, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Elementary School Students, Motor Development, *Perceptual Motor Coordination, Reading, *Reading Ability, Reading Achievement, Reading Clinics, *Reading Diagnosis, *Reading Research, Reading Skills, *Retarded Readers

The purpose of this investigation was to describe the relationship of perceptual-motor abilities as measured on the Purdue Perceptual-Motor Survey (PMS) to reading. All children who came to the University of Georgia Reading Clinic and who met the criteria of age, grade, and intelligence range were administered the PMS. The obtained scores on the PMS by the 93 subjects were evaluated. The 22 items of the PMS were intercorrelated, and the resulting matrix was factor analyzed. Nine factors were drawn and interpreted. The PMS scores of the research subjects were then compared by grade to the original standardizations sample. The research group was found to perform significantly poorer on the PMS. Both age and sex were found to be related to performance on the PMS. Socioeconomic status, as measured by the Hollingshead Two Factor Index of Social Position, was not related to PMS performance. The scoring profiles of the subjects were grouped by the hierarchical grouping procedure. Eleven groups were drawn and described; these groups were found to be differentiated on the basis of PMS scores, age, and sex. (Author/WR)

ED 095 488 CS 001 283

Dahlem, Glenn G.

The Effect of Like Ethnic Qualities upon Reading Tutoring of Third Graders. Final Report.

Regis Coll., Denver, Colo.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-1-H-018-FR

Pub Date Mar 73

Grant—OEG-8-71-0020(509)

Note—23p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Arithmetic, *Cross Age Teaching, *Cultural Factors, Ethnic Studies, Grade 3, Interpersonal Relationship, Mexican Americans, *Reading, Remedial Instruction, Tutorial Programs, *Tutoring

In order to study empirically measurable characteristics of the tutorial relationship between an older student and a younger student, two separate investigations were conducted during two consecutive academic years, using different third graders as tutees and college or high school students as tutors in each study. The first research investigation compared reading pretest and posttest scores of Chicanos tutored by other Chicanos in English, Chicanos tutored by other Chicanos in Spanish, Chicanos tutored by Anglos, and a nontutored Chicano control group. Results showed that tutors of the same sex have a greater influence on scores than any other group and that Chicano students did not perform significantly better with Chicano tutors. The second research investigation was not based on ethnic considerations and was devoted to arithmetic, concentrating on possible sex, school, and sub-test part-score differences. Findings comparing pretest and posttest scores of the experimental and control groups showed significant gains by the experimental group (tutored pupils) over the control group. (Appendixes include lists of schools providing tutees and tutors, materials used in the studies, and an arithmetic score sheet.) (JM)

ED 095 489 95 CS 001 284

Suzuki, Nancy S.

A Developmental Investigation of Sentence Effects in Paired-Associate Learning. Final Report.

California State Univ., Long Beach.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-1-0542-FR

Pub Date Jul 73

Contract—OEC-9-71-0035(508)

Note—38p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Associative Learning, *Educational Research, Elementary Grades, Learning, Learning Theories, *Paired Associate Learning, Reading, Secondary Grades, *Sentence Structure, *Socioeconomic Influences

This paper reports on three separate experiments conducted to examine the roles of particular task and subject characteristics in noun pair learning. In all three studies noun pairs were presented either in noun-verb-noun-conjunction-pronoun (NVNCP) or noun-conjunction-noun-verb-pronoun (NCNVP) contexts. In experiment 1, learning was assessed across three different lists of paired associates in low socioeconomic status (LSES) and middle socioeconomic status (MSES) fifth grade children. Significantly better performance on list 3 was associated with previous practice with NVNCP sentences than with

NCNVP sentences for MSES children. In experiment 2, the effects of list length and grade level were assessed within LSES Mexican-American and MSES white populations. MSES subjects recalled more response nouns than LSES subjects in longer lists. A difference in performance associated with sentence type was not detected. In experiment 3, learning was assessed as a function of presentation method and grade level within a MSES white population. Significant age differences were detected with aurally presented materials and with visually presented materials. However, an age difference was not detected with materials presented both aurally and visually. (Author/WR)

ED 095 490 CS 001 285
Downing, John
A Summary of Evidence Related to the Cognitive Clarity Theory of Reading.
Pub Date Dec 72
Note—11p.; Paper prepared for the Annual Meeting of the National Reading Conference (New Orleans, November 30-December 2, 1972)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Beginning Reading, *Cognitive Processes, *Educational Theories, Literature Reviews, Reading, Reading Development, Reading Difficulty, *Reading Processes, Reading Research, *Reading Skills

The cognitive clarity theory focuses on the learning-to-read process rather than on the reading process of the mature reader. The cognitive clarity theory already seems to show some power in explaining some puzzling findings in reading research. Some examples of these paradoxes are: earlier letter-name knowledge is highly correlated with later reading achievement yet teaching letter-names does not help children learn to read; some children with reading disabilities are superior to normal readers in visual discrimination; learning to read two languages is easier than learning to read only one; and it is easier to learn to read in two writing systems than in only one. Reading and learning to read must employ processes already available for more general functioning. Thus, learning to read is the application of general cognitive abilities to this task. (WR)

ED 095 491 CS 001 286
Hudon, Sister Mary Oliver
An Investigation of the Effectiveness of Two Motivational Techniques for Promoting Interest in Reading Among Second Graders.
Pub Date 73
Note—152p.; Ph. D. Dissertation, University of Maryland
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-9798, MF-$4.00, Xerography-$10.00)
Document Not Available from EDRS.
Descriptors—*Audiovisual Aids, Childrens Books, Doctoral Theses, Grade 2, *Independent Reading, *Motivation Techniques, Reading, *Reading Interests, *Reading Research

This study assessed the effectiveness of two motivational techniques for promoting interest in reading by using two criteria: the number of books withdrawn from the classroom library and the scores obtained on the Primary Pupil Reading Attitude Inventory (PPRAI). Thirty second-grade classes were randomly assigned to one of three experimental conditions: 10 classes were assigned to the book treatment condition in which 20 selected storybooks were read to the class by the teacher; 10 classes were assigned to the audiovisual treatment condition in which the same storybooks were presented through the medium of sound filmstrips; and 10 classes served as a control group. A special collection of 50 storybooks was available on an overnight loan basis in all the classes in the study. Class means on the circulation rate were used to analyze the difference in the amount of interest there was in storybooks between the treatment and the control classes. Students in all classes were given the PPRAI 1 week after the treatment variable was discontinued. The results indicated that greater interest was promoted in classes where the audiovisual mode of presentation was used. No significant differences were found in attitude toward reading. (Author/WR)

ED 095 492 CS 001 289
Hillerich, Robert L.
Early Identification PDQ: Prediction with Diagnostic Qualities.
Pub Date Apr 74
Note—18p.; Paper presented at the Spring Reading and Language Arts Conference (Bowling Green State University, April 20, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Beginning Reading, Kindergarten Children, Reading, *Reading Ability, Reading Development, *Reading Diagnosis, Reading Instruction, Reading Readiness, Reading Skills, *Reading Tests
Identifiers—PDQ, *Prediction With Diagnostic Qualities

This paper presents the initial efforts in the development of the Prediction with Diagnostic Qualities (PDQ) instrument. The contents include: "Evidence Relating to Correlational Items," which discusses the concepts of correlation, statistical significance, and the more commonly used criteria or tests used for prediction and diagnosis--chronological age, mental age IQ, socioeconomic status, neurological deficits, emotional problems, reading readiness tests, teacher judgment, visual-motor integration, and knowledge of letter names; "What Is Necessary for Success in Reading," which looks at what children need for success in reading and how to diagnose for those needs; "PDQ Procedures," which discusses the PDQ battery and lists the tests included such as auditory discrimination, listening comprehension, vocabulary, categorization, picture sequence, oral language development, following oral directions, and using oral context; "Preliminary Results of PDQ," which presents the results and findings of the use of PDQ in a kindergarten program; "Implications for Instruction," which presents examples of the kinds of kindergarten activities appropriate for children who need additional work in a given area; and "Summary." (WR)

ED 095 493 CS 001 291
Downing, John
A Cross-National Investigation of Cultural and Linguistic Mismatch in Fourteen Countries.
Pub Date Oct 73
Note—23p.; Paper presented at the Wrold Federation for Mental Health Anniversary World Mental Health Congress (25th, Sydney, Australia, October 8-12, 1973)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Cognitive Processes, *Cross Cultural Studies, *Cultural Factors, *Language Skills, Linguistics, Reading, *Reading Development, Reading Instruction, *Reading Research, Reading Skills

This paper reports on a Comparative Reading project that was conducted in 14 countries. The 14 countries included India, Germany, U.S.S.R., Great Britain, Israel, U.S.A., Finland, Japan, Hong Kong, France, Denmark, Argentina, Norway, and Sweden. The contents include: "The Significance of Culture," which discusses the value which various cultures place on literacy, sex roles in literacy acquisition, and cultural priorities; "Cultural and Linguistic Mismatch," which looks at the child's progress in reading and its relationship to his understanding of linguistic concepts, a model depicting the child's situation when he undertakes the task of literacy acquisition, research related to cognitive reactions and linguistic mismatch, culture and emotion, and dialects; and "Conclusion," which emphasizes the importance of the school and educators adapting to the child's world as he perceives it through the child's culture and the child's own language. (WR)

ED 095 494 CS 001 292
The Right to Read in Arizona Target for the 70's, and Criteria for Excellence: Reading Programs.
Arizona State Dept. of Education, Phoenix.
Pub Date 74
Note—9p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—National Programs, Professional Training, Program Evaluation, Program Planning, Reading, *Reading Programs, *State Programs
Identifiers—Arizona, *Right to Read

Focusing on the Right to Read program in Arizona for the 1970s, sections in this pamphlet concern the national Right to Read effort, the history of Right to Read in Arizona, the reality of the reading crisis, specific activities comprising Arizona's program, the proposed plan of action, the twenty local education agencies identified as Arizona's first Right to Read sites, and the goal of involving all Arizona school districts in the Right to Read effort. An additional sheet lists sixteen criteria for excellence in reading programs. (JM)

ED 095 495 CS 001 295
Rakes, Thomas A.
Reading Efficiency and Communication Training Contingency Management Handbook.
Pub Date 74
Note—43p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—College Students, *Reading Achievement, *Reading Instruction, Reading Skills, *Student Projects, Teaching Techniques

This handbook describes in detail the method by which a student enrolled in Reading Efficiency and Communication Training (REACT), a course for college students who have not acquired basic reading and study skills, may earn a grade. The grade is determined by the total number of points earned by a student during the quarter. Students may earn points by developing a main idea notebook, formulating an original list of forty words based on the levels of abstraction, and making correct choices on a multiple-choice test. A course description, unit outline and objectives, suggested readings and study questions and an appendix of students' evaluations of REACT are also included. (SW)

ED 095 496 CS 001 296
Smith, Nila Banton
The Classroom Teacher's Responsibility to the Disabled Reader.
Pub Date Aug 74
Note—24p.; Paper presented at the International Reading Association World Congress on Reading (5th, Vienna, Austria, Aug. 12-14, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Content Reading, Decoding (Reading), Developmental Reading, Elementary School Students, Reading Comprehension, *Reading Development, *Reading Difficulty, *Reading Instruction, *Reading Skills, Reading Speed, Secondary School Students, Study Skills, Word Recognition, Word Study Skills

The basic reading skills learned in the primary grades do not equip students with sufficient skills to read everything they need to read through school. Hence all teachers, regardless of the grade level or subject they teach, should know what the fundamental reading skills are and how to teach them to children who need help with increasingly more difficult and varied subject matter textbooks. In addition to phonics, picture clues, sight words, context clues, structural analysis, and dictionary usage are useful decoding tools. The comprehension skills advance from literal comprehension through interpretation and critical reading to creative or individual reading. Students should be taught study skills in their content classes because each subject carreis its own vocabulary, and there are unique differences in skills used in various subject fields. Learning to read fluently and rapidly is another basic skill to be developed since there are many different kinds of materials and purposes for reading. And after the primary grades, all reading skills can best be developed using actual materials in subject area classes. (TO)

ED 095 497 CS 001 298
Smith, Arthur De W.
Reading Skills--What Reading Skills? The Implications of Normatively Derived Reading Skills, in Certain Occupations, for Reading Standards.
Pub Date Aug 74
Note—13p.; Paper presented at the International Reading Association World Congress on Reading (5th, Vienna, Austria, Aug. 12-14, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Adult Education, Adults, *Career Education, *Communication Skills, Com-

prehension, Educational Research, Employment Qualifications, Interpersonal Competence, *Job Skills, *Language Research, Mathematics, Task Analysis, *Task Performance
Identifiers—Canada, Generic Skills Project
The Generic Skills project is a research study being conducted in Canada to determine those overt and covert behaviors which are fundamental to the performance of many tasks and subtasks performed in a wide range of occupations. Data aimed at determining the needs for adult education and training have been obtained in two surveys. In the first, 340 workers and their 340 supervisors in 27 different occupations answered questions related to mathematics and communications skills. In the second survey, 490 workers and 480 supervisors in 37 occupations, 18 of which were repeated from the first survey, completed questions related to mathematics, communications, interpersonal, and reasoning skills. From the data, certain core skill requirements for work performance appear evident. All occupations require reading and listening at least the literal level of comprehension--reading forms and writing words/phrases on forms. Most of the skills of one-to-one conversation are common requirements and all occupations require instructional communication, the ability to demonstrate and instruct. Complete data are presented in tabular form and conclusions and implications are discussed. (TO)

ED 095 498 CS 001 299
Gardner, Keith
Television and Reading in the United Kingdom.
Pub Date Aug 74
Note—3p.; Paper presented at the International Reading Association World Congress on Reading (5th, Vienna, Austria, August 12-14, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Basic Reading, *Beginning Reading, Early Childhood Education, *Educational Television, Programing (Broadcast), Reading, Reading Improvement, *Reading Instruction, *Reading Programs
Identifiers—*Great Britain
Television output in the United Kingdom is limited to three main channels. Two of these are controlled by a public corporation, the British Broadcasting Corporation (BBC); one is operated by a number of commercial companies under the Independent Broadcasting Authority (IBA). Both the BBC and IBA have expanded their educational output in recent years and cooperate with each other in broadcasting to schools. Over the past ten years one or the other of the broadcasting companies has provided a weekly series, extending over a school year, which deals specifically with learning to read. The earlier programs used a central figure in the role of teacher, and their shape and form followed a normal classroom lesson very closely. In 1970 a series was written which attempted to bridge the gap between pre-reading and reading, taking in a preschool as well as a starting school audience. The human teacher was no longer used and the series was written around the fantasy world of animated puppets. The programs were essentially a stimulus. The teaching was left to the teacher in the classroom. Another recent development has been the production of a series for slow learners based on the thinking of a research team, rather than one particular author. (WR)

ED 095 499 CS 001 300
Austin, Mary C.
Evaluating the Effectiveness of University Programs for Teacher Education.
Pub Date Aug 74
Note—16p.; Paper presented at the International Reading Association World Congress on Reading (5th, Vienna, Austria, August 12-14, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Accountability, College Students, Curriculum Development, *Effective Teaching, *Evaluation Criteria, *Performance Based Teacher Education, Reading, Reading Instruction, *Reading Programs, *Teacher Education
This paper suggests a number of steps for evaluating the effectiveness of teacher education programs. The contents include: "Introduction," which looks at studies documenting the need for improved teacher education, educational accountability, and ten models for teacher preparation; "Role of the University in Teacher Education," which discusses the cybernetic principles of task analysis and instrument analysis for evaluating teacher education programs; "Leads to Marked Program Improvement," which emphasizes the importance of professional organizations setting standards which novice teachers are expected to meet, college educators suggesting changes for undergraduate courses, school systems communicating their expectations in the preparation of teachers, and colleges adopting competency-based teacher education programs for the realization of long term and short term goals; and "Conclusion," which stresses that the validity of a teacher education program is determined by the performance of teachers in the classroom. (WR)

ED 095 500 CS 001 301
Brown, James I.
Techniques for Increasing Reading Rate.
Pub Date Aug 74
Note—12p.; Paper presented at the International Reading Association World Congress on Reading (5th, Vienna, Austria, Aug. 12-14, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—College Students, Reading, Reading Ability, *Reading Development, Reading Habits, Reading Improvement, *Reading Instruction, Reading Skills, *Reading Speed, Study Skills, *Teaching Techniques, Vocabulary Development
The first step in arriving at techniques for the improvement of reading rate is the careful and thoughtful formulation of a specific objective. Once a reading rate objective has been phrased, the next step is to examine all available resources of help in reaching that objective. These resources include films for use with regular motion picture projectors, films for use with special projectors, and vocabulary-building aids in film, television, slide, card, or textbook form. The next step is determining exactly what techniques are best. Here student feedback is crucial, for, to be effective, all techniques must be solidly grounded on an exact awareness of which student and teacher attitudes are helps and which are hindrances or roadblocks. Motivational techniques are also important considerations for increasing students' reading rates. Some possible means of motivation include active self-discoveries and visual expeditors. Some specific instructional techniques teachers can use include pacing, determining the best practice rate, using specialized reading-type skills, and asking pupils to keep individual progress sheets. (WR)

ED 095 501 CS 001 302
Cahn, Lorynne D.
Reading and the Development of Intelligence.
Pub Date Aug 74
Note—22p.; Paper presented at the International Reading Association World Congress on Reading (5th, Vienna, Austria, August 12-14, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Cognitive Processes, *Critical Reading, *Intellectual Development, Language Development, Reading, Reading Ability, *Reading Development, Reading Processes, *Reading Skills, Theories
Through the meaningful interpretation of sensory data and a background in language experiences, an individual can build more effective knowledge structures. With more effective knowledge structures, one can react more discriminatingly to the written and printed word. Sound knowledge structures involve not only the ability to organize and assimilate information but the ability to critically interpret the information as well. Of primary importance to the critical interpretation of the information received is the development of the critical reading skills of analysis, integration, and evaluation. Through the maturation of these reading skills, an individual can grow in the cognitive skills--hence problem solving ability--and finally, as a result, cope with the complex demands of society as a more intelligent human being. (Author)

ED 095 502 CS 001 303
Creemers, Bert
Method and Achievement in Early Reading.
Pub Date Aug 74
Note—25p.; Paper presented at the International Reading Association World Congress on Reading (5th, Vienna, Austria, Aug. 12-14, 1974)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Basic Reading, *Beginning Reading, *Effective Teaching, Grade 1, Reading, Reading Ability, Reading Achievement, *Reading Instruction, *Reading Research, Reading Skills
This paper discusses the results of a literature study concerning the investigation of models of reading and theories of learning to read, method comparison research, and research on teacher effectiveness. It relates the findings of these studies to a study of teaching behavior in the process of teaching children to read. This latter study included 31 teachers and 671 first grade pupils, selected according to age, school career, reading ability, and completeness of research data. From each teacher 35 lessons were observed during the first six months of reading instruction in the first grade. The observation scale used for studying the task behavior resulting from the task demands of the method consisted of 44 categories (32 tasks, of which six had three forms--auditory, visual, and auditory and visual). The results indicated that teachers can be separated into groups on the basis of their task setting behaviors, that a relationship exists between teaching styles and the achievement of pupils, and that such relationship generally do not appear to be different among groups of pupils with different initial characteristics. Seven tables involved in the study are included. (WR)

ED 095 503 CS 001 304
Camplese, Donald A. Hale, Robert E.
Assessing the Effectiveness of a Mastery Teacher Education Program.
Pub Date 74
Note—15p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Educational Research, *Performance Based Teacher Education, *Positive Reinforcement, Preservice Education, Reinforcement, *Student Teacher Relationship, Teaching Techniques
Student teachers trained in a competency based teacher education program were compared to student teachers trained in a traditional lecture-discussion program with respect to their use of positive reinforcement and aversive stimuli and the incidence of student talk. Analyses indicated that student teachers trained in a competency based program used more positive reinforcement, less aversive stimuli and evoked more student talk than did student teachers trained in a traditional program. Student participation in the form of student talk was found to be positively correlated with positive reinforcement and negatively correlated with aversive stimuli. (Author)

ED 095 504 CS 001 305
Jennings, Missouri Learning Laboratory. Final Report, Second Year, July 1, 1972 - June 30, 1973.
Jennings School District, Mo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Aug 73
Note—30p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Diagnostic Teaching, Elementary Grades, *Inservice Teacher Education, *Learning Laboratories, Reading, Reading Diagnosis, *Reading Improvement, *Reading Programs, Secondary Grades
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III
Emphasis in the Jennings, Missouri, Learning Laboratory Program is placed on improving reading and language arts skills by first diagnosing and assessing the disability and then developing an individually prescribed program in which the student can utilize his strengths and remedy his weaknesses. With the goal of improving the English-reading skills of 130 kindergarten through twelfth grade students, the special project team located in the central learning laboratory and four diagnostic centers involves these personnel: laboratory coordinator, learning specialist, clinical psychologist, social worker, counselors, interns, diagnostic teachers, and instructional aides. An inservice training program is conducted to instruct seven English teachers annually in methods of diagnosing and prescribing programs for children with learning deficiencies as well as providing these teachers with methods for helping the

students to overcome their learning problems in reading. Continual evaluation of student progress and staff techniques is made while the program is being carried out. The success of the program as a whole is measured through the use of pretests and posttests designed to determine the extent to which project goals have been met. (WR)

ED 095 505 88 CS 001 307
Seeking Solutions to Pupil Reading Deficiencies. End of Project Year Report.
Humboldt County School District, Winnemucca, Nev.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Nevada State Dept. of Education, Carson City.
Pub Date Jun 73
Note—18p.; The statistical titles may not reproduce clearly
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Behavioral Objectives, Curriculum Development, *Project Training Methods, Reading, Reading Ability, Reading Achievement, *Reading Improvement, *Reading Instruction, *Reading Programs, *Remedial Reading
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III
This paper reports on a Humboldt County School District project aimed at identifying solutions to pupils' reading deficiencies. The contents include: "Project Procedure Summary," which lists eight program objectives, procedures for implementation of the objectives, and evaluation of the objectives; "Evaluation Summary," which discusses procedures exceeding or meeting anticipated results, evaluation design, procedures not meeting objectives, management strategies, inservice training, and process objectives; "General Project Summary," which reports on changes resulting from project activities, spin-off activities, related programs, and the extent of alleviation of identified needs; "Dissemination," which discusses procedures for dissemination, effectiveness of dissemination, and costs of dissemination; "Evaluation," which discusses the procedures and activities used for evaluation; and "Miscellaneous," which discusses consultants and materials. (WR)

ED 095 506 CS 001 308
Pavlak, Stephen A.
Excerpts from Significant Research on Comprehension (1948-1972).
Pub Date May 74
Note—27p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, Louisiana, May 1-4, 1974)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Literature Reviews, Reading, *Reading Ability, *Reading Comprehension, Reading Development, Reading Materials, *Reading Research, *Reading Skills, Reading Speed, Standard Spoken Usage, Syntax, Vocabulary
This paper presents a survey of scientific research, professional literature, and doctoral dissertations on reading comprehension done from 1948 to 1972. The following reading factors believed to affect reading comprehension were identified: fate, vocabulary, sentence structure, questioning, and purpose setting. The research pertaining to the selected factors was analyzed to develop generalizations and conclusions which were then used to formulate a partial construct of reading comprehension. Reading comprehension was found to be a complex process composed of interrelated elements which mature in accordance with the reader's proficiency in utilizing selected factors which are related to the demands of the reading task. Reading comprehension was found to be a process which was affected by the experience and ideas which the reader brings to the printed page; the relationship between the oral language patterns and the printed language patterns in the text; the reader's knowledge of grammatical structures used in the reading material; the depth and breadth of the reader's vocabulary; the types of questions asked and the location of questions in the reading material; and the reader's purpose, rate, and intellectual capacity. (Author/WR)

ED 095 507 CS 001 310
Mueller, John H.
Subject Differences in Breadth of Encoding in Memory.
Pub Date Sep 74
Note—28p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Aug. 30-Sept. 3, 1974)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Anxiety, *Information Processing, Information Theory, Reading, Reading Ability, Reading Comprehension, *Reading Processes, *Reading Research, *Semantics
It has been shown that incidental stimulus attributes are not utilized as much under conditions of high anxiety. It was hypothesized that the nature of this restricted encoding may be interpreted within a levels-of-processing framework. The physical attributes of verbal items (e.g., orthography, sound) may be thought of as shallow features, requiring relatively little processing compared to the semantic properties (i.g., meaning), which may be said to require deeper processing. It was hypothesized that high anxiety systematically reduces the depth of information processing which the subject does, so that the peripheral deep features may not be processed. A false recognition study and two free recall experiments are reported as tests of this notion. In general, the differential-depth hypothesis was not supported, though in retrospect the methodologies used probably did not involve processing at different levels. (Author/WR)

ED 095 508 CS 001 311
Summers, Edward G. And Others
Guide to Professional Textbooks and Research in Secondary Reading.
British Columbia Univ., Vancouver. Faculty of Education.
Pub Date 73
Note—54p.; Produced by the Information Research Centre
Available from—The Bookstore, University of British Columbia, Vancouver, British Columbia, Canada ($1.25)
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*Bibliographies, Literature Reviews, *Reading Instruction, *Reading Programs, *Reading Research, Secondary Education, *Teacher Education
Recent years have seen a marked rise in the information available--in professional textbooks and in research reports--on secondary reading programs. This compilation has been developed to serve as a guide to some of the more useful older and newly developed texts and research. Fifty-three selected references have been collated in the guide and are organized under fifteen broad categories: the nature of reading development, the need for secondary reading programs, developmental and sequential reading, trends and practices in organization of secondary reading, reading programs (kindergarten through college), educational personnel and reading, parents and reading improvement, reading skills and how to teach them, reading in content areas, reading interests (personal development through reading), materials-mass media-mechanical devices in reading, measurement and evaluation in reading, diagnosis and remediation of reading difficulties, research in reading, and reference materials. All references cite chapter number and title and page number. (TO)

ED 095 509 CS 001 312
Franklin, Thomas E. And Others
An Analysis of Learning Efficiency by Three Reading Modes in Individualized Instruction.
Pub Date 74
Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, April 15-19, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—College Students, *Educational Research, *Illustrations, *Learning, *Performance Based Education, *Programed Instruction, Reading Ability, Reading Comprehension, Reading Materials
This study investigated time in instruction, gain, and rate of learning across three modes of material presentation in a criterion-referenced individualized course of instruction. Two hundred fifty-six college students enrolled in an introductory educational psychology course were randomly assigned to one of three instruction modes of material presentation: a linear programed reading mode without illustrations, a linear programed reading mode with color illustrations, and a paragraph mode which was not in a programed format. Instruction for all modes was individualized in that students worked at their own pace and took unit tests at their own convenience. The results indicated that although criterion could be achieved in the least time in the linear mode, gain and rate were poorest in that mode. The linear mode with illustrations took the most time but showed the best results in terms of gain and rate. These significant differences were most pronounced for readers low in speed and comprehension skills. (WR)

ED 095 510 CS 001 313
Hesse, Karl D. Smith, Richard J.
The Effect of Content and Process Questions Written at Memory and Evaluation Levels on Ninth Grade Students' Comprehension of a Passage When the Questions Have Been Inserted Either Before or After Segments of the Passage.
Pub Date May 74
Note—27p.; Paper presented at the Annual Convention of the International Reading Association (19th, New Orleans, Louisiana, May 1-4, 1974)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Grade 9, *Memory, *Questioning Techniques, Reading, *Reading Comprehension, Reading Materials, *Reading Research, Reading Skills
The purpose of this study was to evaluate the effect of adjunct aids in the form of questions on ninth graders' comprehension of 3,500-word passages. Specifically, the study focused on the effect on literal comprehension of content and process stimulus questions written at the cognitive levels of memory and evaluation when positioned before and after segments of a passage. Five questions were asked and answered as follows: students' literal comprehension of a passage was not significantly affected by different levels of stimulus questions (memory and evaluation); students' literal comprehension of a passage was not significantly affected by different types of stimulus questions (content and process); students' literal comprehension of a passage was not significantly affected by different positions of stimulus questions (before and after); no interaction effects were found among the three experimental factors; and students' literal comprehension of the passage was not significantly different when students responded to stimulus questions and others did not respond to stimulus questions. (WR)

ED 095 511 CS 001 315
Special Reading Project, Secondary Level.
Palestine Independent School District, Tex.
Pub Date 74
Note—6p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Diagnostic Teaching, Junior High School Students, *Language Arts, Reading, Reading Ability, *Reading Difficulty, Reading Improvement, *Reading Programs, Secondary School Students
Identifiers—*Right to Read
The Special Reading Project is designed to serve those students who are identified as education deprived (not achieving at grade level expectancy) in the language arts area. The project is staffed with personnel trained to diagnose learning problems and prescribe individual educational plans to be implemented through prescriptive teaching. The ultimate goal of the project is to identify and assist students with specific reading disabilities and to provide instruction of a corrective nature that will narrow the gap between their present functional level and their potential. Individual educational plans are designed to redirect the traditional approach from teaching to learning uniquely structured to meet individual needs. The following variables are included in the educational environment: teacher-attitude or approach, teaching methods, specific educational objectives for each pupil in need, special services, curriculum modification, instructional materials, and equipment. Evaluation in the project is assessed through administer-

ing pre- and post-achievement tests, periodic progress reports based upon diagnostic tests, and regularly scheduled grade reports, and teachers observations of attitudinal changes, interest, and participation. (WR)

ED 095 512 CS 001 316

Cohen, S. Alan Bednarik, John

SCAN (Systems Coding Analysis): Computerized Analysis of Reading Behaviors.

Pub Date 74

Note—13p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Behavioral Objectives, *Computer Assisted Instruction, *Computer Programs, Evaluation, Reading Improvement, *Reading Instruction, Reading Materials, *Reading Processes, Reading Programs, Reading Tests

Analysis of behaviorally expressed instructional objectives, materials, and criterion test items in reading has generated a finite list of operations and conditions that cover almost all possible reading activities and behaviors. The list has been organized into a short, simple Code Key. A 15-cell computerized syntax has been designed to carry the list members in combinations and sequences, generating a coded statement for every possible reading behavior and a concomitant literal translation. This system, Systems Coding Analysis (SCAN), automatically matches any set of behavioral statements coded into SCAN language. Thus, activities, instructional materials, expressed objectives, test items, or recorded observations can be automatically stored and matched by a computer. This system allows us to analyze the learning-to-read process in depth and it provides curriculum information that directly affects classroom instruction. (Author)

ED 095 513 CS 001 319

Glass, Gerald G.

Teaching Decoding as Separate from Reading: Freeing Reading from Non-Reading to the Advantage of Both.

Pub Date 73

Note—51p.

Available from—Adelphi University Press, Garden City, New York 11530 (Write for price)

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—*Beginning Reading, *Decoding (Reading), Methods, *Phonics, Reading, Reading Achievement, Reading Development, *Reading Instruction, Reading Skills, *Teaching Techniques

This book is concerned with the skill of learning to read and factors primarily related to teaching the beginning reading skills. The contents include: "Rationale," which discusses abilities related to reading, reading as a different medium, decoding coming before reading, decoding as separate from reading, hypotheses for decoding, and a demonstration using the previously discussed decoding skills; "Glass-Analysis for Perceptual Conditioning," which looks at an approach for beginning reading instruction which utilizes shaping for perceptual conditioning and requires the learner to examine known words, out of context, both visually and auditorially, to develop instant visual clustering of letters with their associated sound: and "Considerations," which looks at the Glass-Analysis technique in terms of opportunity to differentiate, to redefine difficulty, to determine structural letter sound frequencies, and to screen for decoding ability. (WR)

ED 095 514 CS 001 320

Schickedanz, Judith Ann

The Relationship of Sex-Typing of Reading to Reading Achievement and Reading Choice Behavior in Elementary School Boys.

Pub Date 73

Note—112p.; Ph. D. Dissertation, University of Illinois at Urban-Champaign

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-12,176, MF-$4.00, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Grade 3, Kindergarten Children, Males, Reading Achievement, *Reading Comprehension, *Reading Interests, Reading Materials, *Reading Research, *Sex Role

This study investigated the relationship between sex-typing of reading and reading comprehension achievement in third grade boys, and sex-typing of reading and reading choice behavior in kindergarten boys. The study also explored the effects of sex and interest of test materials on reading comprehension achievement in third graders. Data were collected on 109 third grade boys, 104 third grade girls, and 3 kindergarten boys. Sex-typing of reading data were collected with an instrument consisting of 15 slides depicting materials related to the subject-matter areas of math, reading, and science. Interest data were obtained with a pencil-and-paper interest questionnaire. Reading comprehension data were obtained with two cloze tests of five paragraphs each, one containing materials of high interest to the student and one containing materials of low interest to the student. A significant sex difference in reading comprehension achievement was found. Sex-typing of reading was found to be significantly related to reading comprehension achievement in third grade boys, and this relationship was significantly stronger with the high interest materials than with the low interest materials. (Author/WR)

ED 095 515 CS 001 321

Rude, Robert Tracy

Sex, Intelligence, and School Reading Curriculum as Factors Influencing Summer Retention of Overall Reading Ability and Specific Reading Skills of First-Grade Subjects. Technical Report No. 263.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No—WRDCCL-TR-263

Pub Date Aug 73

Contract—NE-C-00-3-0065

Note—95p.; Report from the Project on Conditions of School Learning and Instructional Strategies

EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE

Descriptors—Beginning Reading, Elementary Education, Grade 1, *Reading Ability, Reading Development, Reading Instruction, *Reading Programs, *Reading Research, *Reading Skills, *Retention Studies, Teaching Techniques

This study was designed to assess the effect the summer vacation period has on the reading ability of first-grade subjects, as measured by norm- and criterion-referenced reading tests. The data were analyzed to determine if sex of subject, IQ, or type of school reading curriculum were related to the ability to retain overall reading ability or specific reading skills. Subjects in the study were 311 first-grade pupils enrolled in nine northeastern Wisconsin elementary schools. Approximately one-half of the subjects were enrolled in an objective-based reading program while the remaining subjects were enrolled in basal reader curricula. It was concluded that sex of subject, intellectual ability, and type of school reading curriculum do not appear to be important variables related to the retention of overall reading ability and specific reading skills. While significant losses were found on 11 of the 14 measures, when the data were examined in terms of percentage of subjects considered to have mastered the skills in the spring and fall, only 15 percent of the subjects needed to be recategorized. (Author/RB)

ED 095 516 CS 001 322

Gustafson, David Joseph

Learnability of Basic Sight Words.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No—WRDCCL-TR-262

Pub Date Aug 73

Contract—NE-C-00-3-0065

Note—85p.; Report from the Project on Conditions of School Learning and Instructional Strategies

EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE

Descriptors—Kindergarten Children, *Learning Processes, Reading Instruction, *Reading Research, Reading Skills, *Sight Vocabulary, *Word Lists

This study was designed to rank the first 100 words of the "Great Atlantic and Pacific Sight Word List" according to learnability. The differences in the learnability rankings of the words due to the sex of the subject and the relationship between the learnability and frequency rankings of the words were also examined. Subjects in the study were 200 kindergarten pupils enrolled in eight northeastern and central Wisconsin elementary schools. No significant differences were found between the overall learning ability of males and females or between the learnability and frequency rankings of the words. It was concluded that a rank-order of the first 100 words of the "Great Atlantic and Pacific Sight Word List" had been determined; the sex of the subject seemed to be related to the learnability of some words, but the real significance of this relationship was open to question; and the frequency and learnability rankings of the words were not related. (RB)

ED 095 517 CS 001 323

Bazelak, Leonard Paul

A Content Analysis of Tenth-Grade Students' Responses to Black Literature, Including the Effect of Reading This Literature on Attitudes Towards Race.

Pub Date 73

Note—222p.; Ed. D. Dissertation, Syracuse University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-8334, MF-$4.00, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Grade 10, High School Students, *Literary Analysis, Literary Influences, Literature, *Negro Literature, *Racial Attitudes, Reading, Reading Comprehension, *Reading Research

In this study the freely written responses of tenth grade students to four short stories written by black American writers were collected and analyzed. Specific purposes of the study included comparing (1) the racial attitudes of a black literature reading group and a control group, (2) black and white students' level of comprehension, and (3) differences in the reading responses made by boys and girls, blacks and whites, and students with varying levels of IQ, reading ability, racial attitude, and literature comprehension. One hundred forty racially mixed students, enrolled in a large suburban school system in the state of New York, were assigned to experimental and control groups. The control group followed its regular program except for taking a standardized reading test and pre- and posttest attitude measures. The significant statistical evidence gathered by chi-square and t-tests indicated that literature readings did not have an impact on students' racial attitude toward either blacks or whites. The mean literature comprehension score indicated that both black and white students adequately but minimally comprehended the selections. An analysis of covariance of IQ and literature scores revealed a significantly higher level of literature comprehension for the black student group. (Author/WR)

ED 095 518 88 CS 001 327

Reading Diagnostic Center. Second Interim Evaluation Report Period from July 1, 1972 to June 30, 1973.

Lincoln Univ., Jefferson City, Mo. Lab. School.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Missouri State Dept. of Education, Jefferson City.

Pub Date Aug 73

Note—19p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Behavioral Objectives, Reading, Reading Ability, Reading Centers, Reading Clinics, *Reading Diagnosis, Reading Improvement, *Reading Instruction, *Reading Programs, *Remedial Reading, *Remedial Reading Clinics

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This paper reports on the progress of the Reading Diagnostic Center at LLincoln University during the year 1972-73. The contents include: "Introduction," which reports on the total (public and nonpublic) students exposed to the center; "Objectives, Activities and Evaluation Plans," which presents the objectives, evaluation, and results of diagnosis; "Remedial Reading Cases," which discusses the objectives, activities, and evaluation of students identified as remedial

readers; "Corrective Reading Cases," which discusses the objectives, activities, and evaluation of students identified as corrective reading cases; "Inservice Training for Teachers," which discusses the objectives, activities, and evaluation of inservice teachers; "Inservice Program for Teachers," which discusses the procedures used for working with teachers on an individual basis; "1973 Lincoln University Workshop," which discusses a one-week workshop aimed at teachers learning about new trends, techniques, and resources available to them for reading instruction; and "Dissemination of Information about the Use of the Project," which lists the various ways in which information was disseminated. (WR)

ED 095 519 CS 001 329

Levie, W. Howard Levie, Diane D.

Is There a Separate Visual Iconic Memory System? Final Report.

Indiana Univ., Bloomington. Audio-Visual Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants.

Bureau No—BR-3-0826-FR

Pub Date Aug 74

Grant—NE-G-00-3-0107

Note—54p.

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—Attention, Cognitive Processes, College Students, *Educational Research, Learning Processes, *Memory, Recall (Psychological), *Recognition, *Retention, *Visualization

The purpose of these studies was to provide evidence to support either the dual-coding hypothesis or the single-system hypothesis of human memory. In one experiment, college subjects were shown a mixed series of words and pictures either while simultaneously engaged in shadowing (repeating aloud) a prose passage presented via earphones or while free of such distractions. On a multiple-choice recognition test, it was found that the verbal shadowing task interfered with word performance but failed to affect pictorial recognition memory, indicating that verbal information and pictorial information may be processed independently in parallel recognition memory systems. In a similar experiment recall rather than recognition was the dependent measure. While the usual pictorial superiority was found, the verbal shadowing task interfered with picture as well as word retention, suggesting that in memory tasks where verbal reports are required, subjects characteristically attempt to translate easily labelable pictorial information into verbal terms during the encoding phase. Thus there does appear to be a separate visual iconic memory system, but it normally operates in total independence of the verbal system only when the anticipated use of information is nonverbal in character. (Author/WR)

ED 095 520 CS 001 332

Schumacher, Gary M. And Others

Textual Organization, Advance Organizers and the Retention of Prose Material.

Pub Date Apr 74

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (Chicago, April 15-19, 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—College Students, *Prose, Reading, Reading Ability, *Reading Comprehension, Reading Improvement, Reading Materials, *Reading Research, *Reading Skills

Identifiers—*Advance Organizers

The purpose of this study was to investigate the interrelationship between passage organization and the presence or absence of advance organizers. Two sets of stimulus materials were used. One set consisted of six paragraphs, each of which described the important events in the administration of one obscure American president. The second set of materials contained the same content. However, transitions were added between paragraphs. There were six forms of each set of materials, with each form providing a different order of presidents. The advance organizer was a short, one paragraph statement pointing out how the passage was organized. The subjects were 144 male and female undergraduate college students, randomly assigned to one of the six presidential orderings in one of the advanced organizer groups under either a whole or part condition. Upon completion of reading the material the subjects were administered a 24-item recall test, with four items on each president. Three factors were analyzed: absence of the advance organizer, type of paragraph organization (part or whole), and serial position. The results indicated that the main effect for paragraph organization was significant with subjects performing better under the whole condition than under the part condition. (WR)

ED 095 521 CS 001 333

Groteluesschen, Arden McGaw, Barry

Shaping and/or Review Functions of Questions in Prose Material. Final Report.

Illinois Univ., Urbana. Center for Instructional Research and Curriculum Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-2-E-018-FR

Pub Date Jun 73

Grant—OEG-5-72-0038(509)

Note—19p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—College Students, *Questioning Techniques, Reading, Reading Ability, *Reading Comprehension, *Reading Research, Reading Skills, Recall (Psychological)

The purposes of this study were to test for both forward and backward effects of inserted questions in prose material, and to determine the conditions under which each in most effective. The conditions examined were the relationship between the inserted questions and the subsequent questions on which learning facilitation was revealed, and the textual distance of the material tested from the inserted questions. Subjects for the experiment were 140 undergraduate students who were randomly assigned to one of five treatment groups: inserted questions (EQ) at three varying positions in the reading material (E1, E2, E3), no inserted questions (C), and inserted questions irrelevant to the preceding material (CQ). The treatments used formed two seperate studies. Groups E1, C, and CQ comprised one study (A) and groups E2 and E3 the other (B). The results from study A indicated no significant difference between C and CQ. Thus, the effect of increased attentiveness occurs only with the insertion of text related questions. In study B the results indicated that group E3 was significantly superior on matched items, regardless of distance from the inserted question, but there was no significant difference on unmatched items. (WR)

ED 095 522 CS 001 334

Irwin, Joan M.

Contributions of Technology to Reading Success.

Pub Date Aug 74

Note—11p.; Paper presented at the International Reading Association World Congress on Reading (5th, Vienna, Austria, August 12-14, 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Educational Technology, *Instructional Media, Reading, *Reading Development, Reading Improvement, *Reading Instruction, Reading Materials, *Reading Programs, Reading Skills

The array of technological devices available for use in the reading program today is impressive. The innovations vary in form and complexity: radio, television, videotape recorder, computer, film loop, cassette, tape recorder, and microforms are but a few of the materials. There are many arguments which could be presented for and against the use of nonprint material in the reading program. However, instead of debating whether print will be superseded by other communication forms and in what ways other communication forms are more effective than print, educators need to explore the ways in which educational technology can make greater contributions to success in reading. Instructional media and the concept of educational technology are still in their infancy. Many devices and plans are presently available for use within the reading program; many devices and plans are in the developmental stages; others are just sparks in some creative imagination. The media do not determine success in reading--rather, it is the teacher's effective use of technological aids that determines success in reading. (WR)

ED 095 523 CS 001 335

Detterman, Douglas K.

Primacy Effects in Short-Term Memory with the Mentally Retarded.

Pub Date Sep 74

Note—15p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Aug. 30-Sept. 3, 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Attention, Attention Span, *Educational Research, Learning Processes, *Memory, *Mentally Handicapped, Mental Retardation, *Recall (Psychological), *Retention

This paper reports on two experiments conducted in an attempt to extend findings by Ellis which suggest a rehearsal deficit in mentally retarded subjects. In experiment one, mentally retarded subjects saw nine stimuli in a serial position probe task for either two, four, or six seconds each. Performances for the two and four second-per-item rates of presentation did not differ and were similar to those obtained by Ellis for rates of presentation of two seconds or less. However, when stimuli were shown for six seconds each, performance was facilitated. In experiment two, seven stimuli were presented at rates of four, six, or eight seconds per item. During this interval stimuli were exposed for either two seconds or for the entire interval. The eight-second presentation rate was superior for both exposure durations to the four- and six-second rates, which did not differ from each other. (Author/WR)

ED 095 524 CS 001 357

Hamilton, Harlan Bernhardt

The Relationship Between Televiewing and the Reading Interests of Seventh Grade Pupils.

Pub Date 73

Note—226p.; Ed.D. Dissertation, Boston University School of Education

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-14,232, MF-$4.00, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Grade 7, *Independent Reading, Reading, Reading Improvement, *Reading Interests, *Reading Research, Reading Skills, *Television Research, *Television Viewing

The purpose of this study was to determine the relationship between televiewing and the reading interests of seventh grade pupils using 300 television (TV) tie-ins comprised of 18 different titles. The subjects were 253 pupils representing four seventh grade classes from low, middle, and high socioeconomic backgrounds in a suburban setting. The subjects were pretested to determine IQ, social environment, TV influence, and reading preferences. After the pretesting, the subjects were given six weeks to freely read (or not read) the TV tie-ins. The subjects were then posttested using two questionnaires to discover the comprehension and personal reactions of the pupils to the TV tie-ins and the types of books (non-TV tie-ins) read voluntarily by the pupils during the period of study. The results indicated that: TV tie-ins were preferred over non-TV tie-ins of the books used by the total population regardless of socioeconomic background; both boys and girls reported spending three times as much time watching television as they did reading books; parents exerted almost no control over the kinds of television programs their children watched; if a pupil spent much time watching television he was inclined to read TV tie-ins; and no pupil felt TV tie-ins were difficult to read. (Author/WR)

ED 095 525 CS 001 358

McRae, L. G.

A Measure of the Reliability of the Informal Reading Inventory.

Pub Date 74

Note—145p.; Ed.D. Dissertation, University of Northern Colorado

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-16,891, MF-$4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Females, Grade 6, *Informal Reading Inventory, Reading, Reading Ability, *Reading Diagnosis, *Reading Research, *Reading Skills, Reading Tests, *Reliability

The purpose of this study was to obtain a measure of the reliability of the informal reading inventory (IRI) when administered to selected sixth grade students. Houghton Mifflin's Pupil Placement Tests were administered to 36 sixth grade girls. The raw scores of the students on the pupil Placement Tests were divided into two equivalent halves, and a relationship was obtained by employing the split-half method of correlation. From the reliability of the divided tests, the self-correlation of the whole test was estimated through the use of the Spearman-Brown prophecy formula. Fisher's Zr transformation was used to obtain confidence intervals for r at the .05 level. Null hypotheses were tested for significance on each subtest according to their approximation to the .90 correlation coefficient criterion. The conclusions derived included: (1) the IRI is a statistically reliable instrument for girls at the sixth grade level, (2) subtest grade levels do not appear to be reliable for testing; (3) selective grade levels are more dependable than others for reliability predictions; and (4) the average difference between the instructional level of the IRI and the Metropolitan Achievement Test reading level was approximately three years. (Author/WR)

ED 095 526 CS 001 359
Ketry, Evelyn Ann
Provision for Corrective Reading Instruction in Public Elementary Schools in the United States.
Pub Date 73
Note—143p.; Ph.D. Dissertation, The University of Michigan
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-15,775, MF-$4.00, Xerography-$10.00)
Document Not Available from EDRS.
Descriptors—Doctoral Theses, Elementary Grades, *National Surveys, Reading, *Reading Clinics, Reading Difficulty, *Reading Instruction, *Reading Programs, *Remedial Reading, School Surveys

The purpose of this study was to survey the provisions for corrective reading in the public elementary schools, particularly in the availability of services, the types of services offered, the degree of satisfaction, and the financial support for remedial programs. A questionnaire was mailed to 412 schools, selected by a stratified random sampling procedure from the "Directory of Public Elementary and Secondary Day Schools." Public schools which included any of the elementary grades, one through eight, were surveyed. Three mailings resulted in an 85.4 percent response of which 82.8 percent were suitable for analysis. Results indicated that: (1) more than four out of five public elementary schools have programs for specialized reading; (2) programs which were discontinued were cut mainly due to lack of funds or insufficient effectiveness; (3) about half of the school children are in systems with a reading coordinator who is shared by six schools; (4) 85 percent of the coordinators work with children, primarily in diagnosis; (5) one-fourth of the children have access to clinics, 60 percent of which are maintained by the public schools; (5) about half of the schools report that the regular classroom teacher does remedial work; and (6) the average number of boys receiving help is 40 and girls, 27.5. (Author/WR)

ED 095 527 CS 001 360
Pavlak, Stephen A.
Reading Comprehension--A Critical Analysis of Selected Factors Affecting Comprehension.
Pub Date 73
Note—398p.; Ph.D. Dissertation, University of Pittsburgh
Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-18,426, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Doctoral Theses, Literature Reviews, Questioning Techniques, Reading Ability, *Reading Comprehension, *Reading Research, *Reading Speed, *Sentence Structure, *Vocabulary

The purpose of this study were to survey scientific research, professional literature, and doctoral dissertations on reading comprehension done from 1948 to 1972, to identify the reading factors believed to affect reading comprehension, to analyze the identified reading factors by studying the major available research and related literature, to identify related findings, and to develop generalizations and conclusions which were used to formulate a construct of reading comprehension. Based on all available research conducted in the past 24 years on factors affecting reading comprehension, the following conclusions were derived: research on vocabulary as a factor affecting reading comprehension was found to be limited, and it was found that intelligence, vocabulary, and reading ability were significantly related; research on sentence structure as a factor affecting reading comprehension revealed that reading comprehension was a function of the similarity of the oral patterns of language structure used in reading materials; research on rate of reading as a factor affecting reading comprehension revealed that the ability to retain verbal information was a function of intellectual ability; and questioning and purpose setting as factors affecting reading comprehension revealed that questions at the end of a passage enhance the retention of prose material. (Author/WR)

ED 095 528 CS 201 301
De Pisa, Diane
A Sioux Poem of Power.
Pub Date May 74
Note—11p.; Paper presented at the Conference on Multi-Ethnic Literature (Chicago State University, May 10, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*American Indian Culture, *American Indians, American Literature, Literary Analysis, *Literary Criticism, *Poetry

An assessment of Black Elk's poetry reveals that Indians' attitudes toward words differ from ours. For example, on certain occasions Indian songs become instruments which bring an influx of energy into a whole society or draw rain or heal sickness. Words which recreate or conjure the agents of the poet's vision are relevant because they uplift the quality of living. Black Elk believes that words "give away his vision," but they are practical because they contain power or influence. Words also have energy and direction, and when they are received in visions as songs, hymns, invocations, prophecies, or conjurations, they are spoken of as "Voices Sent." An unexpressed power, or "The Compelling Fear," motivates Black Elk to perform the Horse Dance ceremony, which consists of vision songs and the conveyance of the content of the vision. Indian poetry is brief and it reveals that colors, lightning, and the sunset are signs of the power of the west. The purpose of the Indian song is to transmit the affective situations of the vision to the beholders of the ceremony, so that they may profit from it psychologically, medically, and practically. (SW)

ED 095 529 CS 201 303
Burling, Robbins
English in Black and White.
Pub Date 73
Note—173p.
Available from—Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017 ($4.95, paper)
Document Not Available from EDRS.
Descriptors—*American English, Grammar, Higher Education, Language Usage, *Linguistic Patterns, Literacy, *Negro Dialects, *Nonstandard Dialects, Pronunciation, *Speech Habits, Standard Spoken Usage, Teaching Techniques

An attempt is made in this book to state some of the features of and dispel some of the myths about nonstandard English, particularly the dialects of English spoken by many black Americans, and to consider alternative policies that might be adopted regarding varied forms of English. The chapters of the book include "What Is the Problem?" "Is Anything Wrong with It?" "Where Did It Come From?" "What Should We Do About It?" and "Can We Help the Children Toward Literacy?" (RB)

ED 095 530 CS 201 391
Minkoff, Harvey
Speech Is Speech, and Prose Is Prose, And (N)ever the Twain....
Pub Date May 74
Note—13p.; Paper presented at the Annual Meeting of the New York State English Council (24th, Binghamton, New York, May 2-4, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Communication (Thought Transfer), *Composition (Literary), English Curriculum, Literature Appreciation, *Oral Communication, Punctuation, Reading, Reading Instruction, *Speech, Syntax, *Written Language

Although speech and writing both contain functional varieties as well as many similar mechanical aspects, mature writing contains a number of conventions (words, idioms, constructions) rarely found in mainstream native speech. Among areas of contrast are vocabulary, syntactic constructions--especially punctuation--and the more complex use of auxiliaries in writing. These differences between speech and writing affect the English curriculum in the teaching of reading, composition, and literature. Reading and writing instruction should be approached systematically with increasingly sophisticated constructions and with the realization that reading is a passive recognition of symbols while writing is the active production of symbols. Leading students to understand and appreciate literature leads them to understand and enjoy the language they write. (JM)

ED 095 531 CS 201 433
Drake, Glendon Frank
Prescriptivism in American Thought: 1820-1970.
Pub Date 73
Note—142p.; Ph.D. Dissertation, Ohio State University
EDRS Price MF-$0.75 HC-$6.60 PLUS POSTAGE
Descriptors—*Cultural Factors, *Diachronic Linguistics, Doctoral Theses, *English, Higher Education, *Language Usage, Linguistic Theory, Social Values, *United States History
Identifiers—*Prescriptivism

The American concern for prescriptive correctness in linguistic behavior, which derives from eighteenth centry British notions, met with considerable and significant challenge by the contrary descriptive notion in the first half of the nineteenth century. The energy of this challenge waned by mid-century and the prescriptive drive for linguistic uniformity and conformity not only revived, but took on new energy from nineteenth century American culture. The persistence of the prescriptive notion in the minds of educated and intelligent Americans throughout the twentieth century poses an interesting cultural problem. The "Third International" controversy and the black English controversy demonstrate the remarkable hold that the correctness doctrine has on our time. These controversies also give some insight into the means by which the status quo of prescriptivism is maintained within an alien general culture--principally by utilizing genteel co-optive devices and by linking the prescriptive linguistic goals with seemingly desirable social and political goals. (Author/RB)

ED 095 532 CS 201 439
Koziol, Stephen M., Jr.
Dramatics and Cognitive Dimensions.
Pub Date Nov 73
Note—10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (63rd, Philadelphia, November 24-26, 1973)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Class Activities, *Cognitive Development, *Creative Dramatics, Drama, Dramatics, *English Instruction, Secondary Education, *Teaching Methods

Because of the prevalent attitude among teachers of English at the secondary level that classroom dramatic activity is only a strong motivational device which encourages insights, interest, and open expression, the worth of dramatic activity in promoting cognitive development has been ignored. In fact, the concept of drama as a classroom catalyst dominates both writing in the field and workshop activity. However, some efforts are being made to identify and verify the cognitive value of dramatic activities. Further study, formal and informal, is necessary to ascertain the actual effects on learning of programs which include dramatic activity as a catalyst and those which include it as a major component. (JM)

ED 095 533 CS 201 457
Hardy, Barbara
The Uses of Festivity and Celebration: Consciousness-Expanding Alternatives to the Classroom for the Teaching of Drama.
Pub Date May 74

Note—9p.; Paper presented at the Annual Meeting of the New York State English Council (24th, Binghamton, New York, May 2-4, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Comedy, *Creative Dramatics, Dramatic Play, Humor, *Play, *Teaching Techniques
Identifiers—*Festivity
Experience is a necessary component and complement for the intellectual and academic study of drama, and consciousness-expanding alternatives to the classroom are viable alternatives, representing conceptual organizations positive in value. Festivity and celebration can serve a dual prupose: to expand consciousness of the literary period outside the traditional classroom and to sensitize students in their growing awareness of that period; and to aid the student in understanding the creative processes of play and festivity. Festivity as a communal celebration can expand awareness of an historical period beyond the academic or new critical classroom by allowing the class to engage collectively in a group experience. Students may experience "play" in an individual way by focusing on "playing with words," and by producing a play in class emphasizing characterization and interpretation. (SW)

ED 095 534 CS 201 460
Carter, Candy
This Will Turn You On!
Pub Date 73
Note—23p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Autoinstructional Laboratories, Classroom Environment, *Classroom Games, Classroom Materials, *Educational Games, *English Instruction, Learning Activities, *Learning Laboratories, Reading Centers, Secondary Schools
The major portion of this document is devoted to an explanation for language arts teachers of ways to construct classroom games which can increase students' language and reading skills. Also included are suggestions and recommendations for designing and using different types of learning centers, for setting them up, for selecting the right type of furniture and color coding, and for maintaining an attractive classroom. Examples of the types of learning centers are: an individualized reading center which gives the student an opportunity to select any book he wishes from the classroom library; a creative writing center which enables a student to select any writing assignment in the creative box, turn in a rough draft, revise the work, and submit a final copy for a grade; a listening center in which the student listens to three to five minutes of a favorite kind of music, and then selects either a story or song to read or write about; and a "how to do" center which shows the student how to follow directions carefully and encourages him to do stitchery, paper folding (origami and paper airplanes), soap carving, or ice cream stick architecture. (SW)

ED 095 535 CS 201 462
Waterston, Elizabeth
Continuity in Canadian Studies: High School and College.
Pub Date Aug 73
Note—7p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (6th, Vancouver, B.C., August 21-24, 1973)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—American Literature, American Studies, College High School Cooperation, College Programs, English Literature, Humanities, *Literature Appreciation, *Literature Programs, Secondary Education, World Literature
Identifiers—*Canada
A. literature reveals both the connections of all the humanities and the continuity of Canadian life, it can provide the Canadian child with a means of fitting his private experiences into a broader context. These facts pose a challenge in creating a continuity between new high school introductory courses in Canadian literature and more advanced courses on the college level. In the university, new areas need to be developed (mixing Canadian, American, British, and translated foreign materials, or emphasizing the local and peculiar within Canada), while older areas need to be re-developed (courses on Shakespeare, Dickens, nineteenth century poets, Hardy). Literature courses would reflect Canada's strong senses of continuity with its past--the old country, its mores, arts, and social patterns--and of dignity, order, and cohesion. (JM)

ED 095 536 CS 201 475
Huettenmueller, Elizabeth Renee
A Multi-Sensory Approach to Teaching Poetry to Sixth Grade Students.
Pub Date 73
Note—213p.; Ph. D. Dissertation, The Ohio State University
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-10,974, MF-$4.00, Xerography-$10.00)
Document Not Available from EDRS.
Descriptors—Doctoral Theses, *Educational Research, Elementary Education, Grade 6, Language Arts, Literary Analysis, *Multisensory Learning, *Poetry, Sex Differences, *Student Attitudes, *Teaching Techniques
This study investigated the influence of two approaches to teaching poetry, an aural-visual discussion program and an aural discussion program, on the understanding of and attitudes toward poetry among sixth grade students. The schools, teachers, and 10 classrooms (divided into 20 experimental treatment groups and 5 control groups) were selected randomly. A total of 393 students were involved. Significant sex differences in favor of the girls were found on the total understanding measure and on the translation and awareness subtests. Data collected after the analysis also revealed a significant correlation between intelligence and understanding which supported the possibility that in spite of randomization the control group was superior initially in intelligence. On the total attitude measure and five of the six subgroupings (poetry preferences, attitudes toward the poetic process, using visuals with poetry, poetry attitudes in relation to self and peers, and poetry teaching methods) significant sex differences were revealed in favor of girls. There was no significant difference in attitudes toward curriculum involvement. (Author/RB)

ED 095 537 CS 201 476
Cogan, Eugene A.
For the Technical Communicator: Pursuing Professional Identity and Maturity. Professional Paper No. 8-74.
Human Resources Research Organization, Alexandria, Va.
Report No—HumRRO-PP-8-74
Pub Date May 74
Note—9p.; Paper presented at the Annual Meeting of the International Technical Communications Conference (21st, St. Louis, Missouri, May 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Communication (Thought Transfer), *Guidelines, Higher Education, Information Dissemination, *Information Services, Organization, *Professional Recognition, Status, *Technical Writing
Identifiers—*Technical Communication
The concept of technical communication as a "profession" is examined. Discussion of the attributes of a technical communication profession centers around the services provided, the characteristics of the individual, and the characteristics of the group. Groups similar in origin and state of professionalization to technical communication are also discussed. Six prescriptions and four proscriptions are offered as basic guidelines for the professionalization of technical communicators. It is projected that the technical communication profession will continue to evolve and prosper, will gradually assume more of the trappings of older, established professions, and will become a more highly specialized and technical field requiring specialized and technical training. (Author)

ED 095 538 95 CS 201 477
Glazer, Joan I.
The Effect of Literature Study on the Ability of Fourth and Sixth Grade Pupils to Create Written Stories. Final Report.
Rhode Island Coll., Providence.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Bureau No—BR-2-A-070
Pub Date Dec 73
Note—102p.
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—*Creative Writing, *Educational Research, Elementary Education, Grade 4, Grade 6, Language Arts, Language Skills, *Literature, *Reading Achievement, Writing Skills, *Written Language
The purpose of this study was to explore the effect of exposure to and study of good literature on a child's ability to create written stories. Eighteen classes of fourth and sixth graders were divided into two experimental groups and one control group. One experimental group listened to selected books read aloud and participated in teacher led discussions; the second experimental group listened to the same set of books but did not discuss them; and the control group had no planned literature program. Two writing samples were collected from each pupil prior to and following the 20-week treatment period, and each paper was rated by three judges using the "Glazer Narrative Composition Scale." This study supports the hypothesis that literature study is one means of helping pupils improve in their ability to create narrative compositions. It also lends credence to the theory that work in one area of language either directly aids growth in other areas of language or enhances a general language facility. (RB)

ED 095 539 CS 201 484
Nicoson, Marilyn R.
On Teaching Concord Authors: May I Have This Dance?
Pub Date Nov 73
Note—10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (63rd, Philadelphia, November 22-24, 1973)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*American Literature, *Elective Subjects, Local Color Writing, Nineteenth Century Literature, Secondary Education, *Teaching Methods
Identifiers—Alcott (Louisa May), Emerson (Ralph Waldo), Hawthorne (Nathaniel), Thoreau (Henry David), *Transcendentalists
An elective course in Concord authors enables students to study the major writings of the mid-nineteenth century American Renaissance in literature and see how the development of American thought, major literature, philosophy, and historical background relate to the literature of the Concord-Boston-Cambridge group. Course content includes works by such major Concord authors as Hawthorne, Thoreau, Emerson, the Alcotts, Channing, and such minor authors as Sanborn, Peabody, and Fuller. The course focuses on genre, content, and theme and includes readings, discussions, lectures, and compositions. The objectives, which are sometimes stated behaviorally, try to meet the needs of all students whether they are lovers of prose or poetry. For example, in a study of Hawthorne's short fiction, the students develop an understanding of the author's style, literary devices, theme, Gothic Romanticism, and creative use of language. They then write and revise a short story by trying to use Hawthorne's techniques. A similar approach is taken to the other Concord authors. (SW)

ED 095 540 CS 201 485
Students' Right to Their Own Language.
Conference on Coll. Composition and Communication, Urbana, Ill.
Pub Date 74
Note—35p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 27624, $0.75 each, 20-99, $0.50 each, 100 or more, $0.35 each) Prepay orders under a $1.00
Journal Cit—College Composition and Communication; v25 Special Issue Fall 1974
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—College Students, Effective Teaching, Elementary School Students, *English Instruction, Language Usage, *Nonstandard Dialects, Secondary School Students, Self Concept, *Social Dialects, Standard Spoken Usage, *Student Rights
Identifiers—*Students Right to Their Own Language
This special report presents the resolution on language adopted by members of the Conference on College Composition and Communication in

April 1974, and the background statement explaining and supporting the resolution. The statement includes answers to some of the questions the resolution might raise, such as: What is meant by dialect? Why and how do dialects differ? How do we acquire our dialects? Why do some dialects have more prestige than others? Does dialect affect the ability to read and write? Does dialect limit the ability to think? What do we do about standardized tests? and What sort of knowledge about language do English teachers need? A bibliography of 129 entries on the subject of students' right to their own language is also included. (SW)

ED 095 541 CS 201 487
Fox, G. Thomas, Jr.
A Test Used to Determine the Extent to Which the Whorf Hypothesis and the Bernstein Thesis Are Applicable to Either Black Dialect or to Standard English.
Pub Date Apr 74
Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (Chicago, Apr. 1974); Produced from best available copy
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Adolescents, *American English, Junior High School Students, *Language Research, *Language Usage, Linguistic Patterns, Negro Dialects, *Negro Students, *Nonstandard Dialects, Perception, Standard Spoken Usage
Identifiers—Bernstein Hypothesis, Whorf Hypothesis
Syntactical rule differences in black dialect that can be more helpful to young adolescents' perceptions than the corresponding rules in standard English were studied. The syntactical rule in black dialect that was identified as being more explicit than the corresponding rule in standard English was the invariant "be" verb form (as in "I be honest"). The perception studied was young adolescents' recognition of apparent contradictions; for example, in a given situation, a person can be honest and lying. Results suggest that more emphasis be placed upon young adolescents as rule-makers and rule-users. Theories such as the Whorf Hypothesis and the Bernstein Thesis did not satisfactorily explain the decision-making processes used by the children when deciding to use or not to use two contradictory words to describe the same person or object. (RB)

ED 095 542 CS 201 488
Cyr, Charles R.
An Anti-Media Message for the English Classroom.
Pub Date 74
Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, California, April 4-6, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Audiovisual Aids, Classroom Techniques, College Instruction, Composition (Literary), *English Instruction, *Humanities Instruction, *Individual Instruction, Literature Appreciation, *Multimedia Instruction
Technological apparatus--including video tapes, television sets, tape cassettes, tape players, phonograph records, films, and film projectors--is inappropriate for humanities classroom instruction and should be relegated to libraries and language labs. Post experience in trying to teach freshman rhetoric using specially prepared visual tapes on television showed both student resentment and boredom, and failure to effectively teach writing, a skill which depends on the instructor's personal attention. Because the literature and language which enhance and perpetuate the humanity of people were developed and are used by living people, they should be taught by living people. (JM)

ED 095 543 CS 201 489
Moore, Frazier Leckenby, John D.
The Role of Advertising Educators as Problem Solvers in the Field of Advertising.
Pub Date Aug 74
Note—21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—College Curriculum, *College Programs, Educational Objectives, *Educational Research, Higher Education, *Journalism, National Surveys, *Publicize, School Surveys, *Teacher Role
The purpose of this study was to secure the opinions of educators and practitioners as to how helpful advertising educators have been in the past, their potential for help in the future, and, based on this response, how they can be helpful. Members of the Advertising Division of the Association for Education in Journalism and of the American Academy of Advertising were selected as subjects for a survey of the nation's advertising education programs. In order to segment results, suggestions from educators and practitioners were ranked separately. The practitioner list contained two recommendations--the establishment of a research center at a university and summer internships for educators. The educator list contained three suggestions, including the two suggested by the practitioners, plus the utilization of the "Journal of Advertising" as a forum for solving problems in advertising education. (Author/RB)

ED 095 544 CS 201 490
Sullivan, Paul W.
Building Teaching Facilities for Graphics, Editing, and Newswriting.
Pub Date Aug 74
Note—11p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*College Programs, *Editing, Educational Finance, Facility Improvement, *Facility Planning, Higher Education, *Journalism, Mass Media, *News Reporting, Space Utilization
Identifiers—*University of Evansville
With the rapidly increasing demand for journalism education over the past several years, the need for new teaching facilities for graphics, editing, and newswriting has become a challenge many journalism educators have had to face. In 1973 the Eli Lilly Foundation awarded the University of Evansville a grant to draw the disciplines of journalism, broadcasting, and speech into a unit to be called the Center for the Study of Communications. The purpose of the program is to graduate professionals who are competent to work immediately in the mass media. Approximately $14,000 was made available to provide facilities and develop a suitable program to fit the needs of the students. The newsroom was designed to be used for both the print and broadcast programs; plans for other facilities which will serve several functions are not yet complete. While these plans have limited use at a major university, they are workable and economical for smaller institutions. The planning recognizes that the problems of the new technology can be faced within a budget by providing facilities for immediate use with the capacity for future growth. (The document contains a budget for equipping a newsroom and graphics laboratory and provides diagrams of these facilities.) (RB)

ED 095 545 CS 201 491
Deane, Sharon Louise
The Black Armbands Case: A Delicate Balance.
Pub Date Aug 74
Note—22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Censorship, Federal Court Litigation, *Freedom of Speech, Higher Education, *Journalism, School Newspapers, Secondary Education, Standards, *Student Rights, *Supreme Court Litigation
Identifiers—Black Armbands Case, *Tinker vs Des Moines Independent School District
The Supreme Court broadened freedom of expression for high school and college students in its landmark decision of 1969, "Tinker vs Des Moines Independent School District." "Tinker" is significant in that it affirmed the Court's protection of free speech unless such expression is likely to produce "clear and present danger" of serious harm, and the "material and substantial interference" standard established in "Tinker" helped clarify which student expressions are protected under the First Amendment. "Papish vs University of Missouri Curators" is the most recent Supreme Court case (1973) to cite "Tinker," but lesser courts have adopted the "Tinker" rationale in such cases as "Zucker vs Panitz," "Scoville vs Board of Education," and "Lee vs Board of Regents of State Colleges." Total clarity concerning the principles established in "Tinker" has not been reached, but it is hoped that these standards will be affirmed in future Court decisions and clarified in the process. (Author/RB)

ED 095 546 CS 201 492
McAllister-Johnson, Pam
Proposed Model for Improving Educational and Professional Opportunities for Journalism Students of Color in a Predominantly White University.
Pub Date Aug 74
Note—35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*College Programs, Educational Improvement, *Educational Opportunities, Higher Education, *Journalism, *Minority Groups, *Models, Negro Students, Professional Recognition, Program Descriptions
Identifiers—Students of Color, University of Wisconsin
In the program described in this paper, a faculty member of color would be hired as a journalism instructor and counselor. As instructor, he would teach a regular beginning writing class and, as a counselor, he would set up group activities with students of color. The two main factors in the program are the instructor-counselor and the group. Other factors are that students of color must meet regular academic requirements, students of color are not stigmatized by the program, and the program can be successful on a very low budget. Strong evidence that the suggested program works are the facts that the enrollment for students of color at Wisconsin increased from 2 to 50; the students make better than average grades; and most of all, they graduated and are qualified for good jobs in journalism. (RB)

ED 095 547 CS 201 493
Stern, Adele H.
Elective English--A New Look.
Pub Date Aug 73
Note—13p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English, 1973
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Curriculum Development, Educational Philosophy, *Elective Subjects, *English Instruction, Relevance (Education), Secondary Education, Student Interests, Teaching Methods
To be effective, elective English must be more than reading new literature and discarding the old. Instead, it should include reading the old and the new, and sharing these experiences through discussion and writing. It should also include looking and listening at films, tapes, and records to analyze what has been seen and heard. Before deciding to offer English as an elective, teachers should decide why they want it as an elective and offer a rationale for it. The elective program can meet the needs and interests of a multi-ability and multi-character school, and provide a variety of opportunities to use books and media to teach the English language. Teachers should establish a philosophy for the elective program to determine its structure and goals and should then work to reach these goals. Elective programs must incorporate new and invigorating teaching methods which aim at getting students involved. (SW)

ED 095 548 CS 201 495
Dauterman, Philip
The Teaching of Composition: Rhetorical Perspectives.
Pub Date Aug 72
Note—215p.
EDRS Price MF-$0.75 HC-$10.20 PLUS POSTAGE

Descriptors—College Freshmen, *Composition (Literary), Composition Skills (Literary), Curriculum Development, Educational History, *English Instruction, *Literary History, *Rhetoric, *Teacher Education, Written Language

Prepared at the University of Guam, this manual for preservice and inservice English teachers focuses on the background and theory of written composition and on rhetoric in a broad sense. It is divided into the following chapters: "Introduction," which covers definition and departments; "Composition and Rhetoric--A History"; "Arrangement," which concerns the ordering of discrete elements within a discourse; "Invention," which deals with the discovery of information and concepts and the formation of Relationships "Style," which embraces the techniques of framing effective sentences; "Issues in Written Composition," which presents various theories that are reflected in freshman composition courses and in the methodology of teaching the subject; and "Composition and the Curriculum," which examines trends, teacher training, teachers' views on composition, English projects, and the Anglo-American conference. (SW)

ED 095 549 CS 201 497

Cooper, Thomas C.

Measuring Second Language Acquisition. Studies in Language Education, No. 6.

Georgia Univ., Athens. Dept. of Language Education.

Pub Date Dec 73

Note—29p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—English, *German, Higher Education, Language Development, *Language Research, Language Skills, *Measurement Techniques, Secondary Education, *Second Language Learning, Syntax, *Transformation Generative Grammar, Writing Skills, Written Language

This research project was designed to analyze by quantitative methods a corpus of writing produced by four groups of American college students enrolled in German courses and by one group of professional German writers. Analysis was undertaken in order to determine whether or not significant quantitative differences in the use of selected syntactic structures exist between the American students and the German writers and to test the validity of the Hunt method of measuring syntactic maturity when applied to the writing of second language learners and native Germans. Findings of the study indicated that developmental stages in the acquisition of written German syntax did exist and that these stages were clearly definable between every other level; similarity of developmental stages was present in so far as the second language learners attained a comparable level of syntactic growth reached by representative English speakers; syntactic maturity consists of the writer's ability to pack more information into sentences and T-units by lengthening independent clauses and by using more subordination; and modified sentence-combining practice might prove to be an interesting way of hastening syntactic development in German. (RB)

ED 095 550 CS 201 498

Halliday, M. A. K.

Explorations in the Functions of Language.

Pub Date 73

Note—143p.

Available from—Edward Arnold (Publishers) Ltd., 25 Hill Street, London WIX 8LL, England (1.00 pound paper)

Document Not Available from EDRS.

Descriptors—Language Development, *Language Usage, *Linguistics, Linguistic Theory, Literary Styles, Semantics, Social Factors, Sociolinguistics, Structural Linguistics

Identifiers—Golding (William)

The five papers included in this book are all concerned with exploring a functional approach to language study. "Relevant Models of Language" suggests a functional interpretation of the child's early language development; "The Functional Basis of Language" related the child's language developmental functions to a functional theory of the adult language; "Language in a Social Perspective" presents an interpretation of language function in socially significant contexts; "Towards a Sociological Semantics" formulates some general principles in which meaning is related both to the internal structure of language and to the social contexts in which language operates; and "Linguistic Function and Literary Style" applies linguistic theories to the study of literature using William Golding's novel, "The Inheritors." (JM)

ED 095 551 CS 201 499

English, John W.

The Lives and Hard Times of Magazine Editors in the Big Apple: A Report on the Society of Magazine Editors' Educators Seminar.

Pub Date Aug 74

Note—12p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Editing, Financial Needs, Higher Education, *Journalism, News Reporting, *Periodicals, Printing, *Publishing Industry, *Reports, *Teacher Seminars

Identifiers—*American Society of Magazine Editors, Magazine Publishers Association

This report chronicles the first Society of Magazine Editors' educators seminar, which was held in New York from May 13-17, 1974, and was attended by ten journalism faculty. The industry's concerns, as expressed through editors, are paper, printing, postage, people, and profit. The Magazine Publishers Association (MPA) seems mostly concerned with Washington lobbying activities about postal rates, while studying alternative forms of distribution. MPA seemed to believe higher magazine subscription prices were inevitable, and though lower sales would result, so would higher profits. Highlights of the visit and discussion with individual editors of each shop are described. Two final points are reinforced: successful magazines are run by businessmen or women first and editors second; and the best editors have strong personalities which pervade their operation and product. Most faculty participants expressed satisfaction with the initial seminar and encouraged others to attend future sessions. (Author/RB)

ED 095 552 CS 201 501

Ryan, Michael

The Relationship of Perceived Media Credibility, Media Preference, and Television News Films.

Pub Date Aug 74

Note—18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Credibility, Higher Education, *Journalism, *Media Research, *News Media, Newspapers, *News Reporting, Television

An effort was made in this study to determine whether the absence or presence of news film in a television news segment influences a believability or preference judgment made by a respondent when comparing a television report directly with a newspaper report of the same event. One hundred eight students at Temple University viewed one of two videotapes contained eight news reports--four included film and four did not for each tape--and read one newspaper account of each of the eight events. Results showed that television reports with film were consistently more preferred than newspaper reports, but newspaper reports were not consistently more preferred than television reports without film. Results concerning media credibility showed that television reports with film were generally more believed than newspaper reports, and that newspaper reports were generally more believed than television reports without film. Results tended to show that the effect of the use of news film--particularly for believability--depends to some extent on story content. The finding is consistent with results obtained in prior studies of media believability. (Author/RB)

ED 095 553 CS 201 502

Dary, David A.

Division Survey of Placement of Broadcast Journalism Graduates.

Pub Date Aug 74

Note—7p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Broadcast Industry, Colleges, *Employment Services, *Job Placement, *Journalism, *National Surveys, Radio, School Surveys, Student Placement, Television, Universities

The purposes of this study were to determine the extent and type of placement services provided by colleges and universities offering curricula in broadcast journalism, to determine the number of broadcast journalism graduates during the period 1971 to 1974, and to determine how many of these graduates were placed in professional positions upon graduation. The questionnaire was placed on the reverse side of the annual Radio/TV Division membership directory questionnaire and was mailed to the Radio/TV Division members of the Association for Education in Journalism, then numbering 115, with 60 members (56 percent) responding. The 60 respondents represented 41 United States colleges and universities and one in Canada. Thirty-seven of the 41 colleges and universities (90 percent) reported that they do help place broadcast journalism graduates upon completion of the students' degree programs, using one or more of four methods of placement. (Author/RB)

ED 095 554 CS 201 503

Ward, Jean W.

Attacking the King's English: Implications for Journalism Arising from Feminist Critiques of Public Language.

Pub Date Aug 74

Note—14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—College Instruction, Communications, Females, Feminism, *Journalism, *Language, Language Role, *Linguistics, Public Opinion, *Sex Discrimination, Sex Stereotypes, Social Change

Feminist resentment of journalistic language use can be found in published letters to the editor, in feminist periodicals, and in public address. This paper examines commentary on language, noting the charge that journalistic language frequently is discriminatory and offensive to women in defining them, in designating their identity, and in revealing the assumption that "all people are male unless proven female." The implications for journalism practice and research which arise from feminist language critiques include: (1) the need in journalism to consider linguistic perspectives, (2) the possibility that language change will be accomplished deliberately, (3) the consideration of journalistic language from the viewpoints of language both as director and as reflector of social change, (4) the possibility that journalistic language use produces covert signals which reduce potential audiences and inhibit opinion formation, and (5) the challenge which faces journalism educators in teaching women students and in preparing all students to understand relationships between social change and language change and the mediating role played by journalism in public dialogue. (Author)

ED 095 555 CS 201 504

Allen, Richard

Some of the Assumptions in Research on Black Children's Language Patterns.

Pub Date Aug 74

Note—28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974)

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—American English, Higher Education, *Language Patterns, *Language Research, Language Skills, *Language Usage, Linguistic Competence, Models, *Negro Dialects, *Negro Students, Research Design

Identifiers—Bernstein Hypothesis

This paper investigates some of the underlying assumptions prevalent in much of the research concerning the language patterns of black children and compares two competing research approaches: the deficit model, which assumes that black children from the ghetto hear very little language, much of it ill-formed, and that they are impoverished in their verbal expression; and the "difference" model, which holds that socially subordinate societies and language varieties are self-contained systems, neither inherently superior

nor deficient. Also contained in this paper is an exploratory study of the Bernstein hypothesis, which pertains to restricted and elaborated language codes. This exploratory study observes college students and operationalizes slang as an instance of the restricted code. A statistically significant difference was found between the number of greetings given in the highest context condition and those given in the lowest context condition and between the number of slang phrases used in the highest context condition and those used in the lowest context condition. The findings suggest that context may be an important condition to include in a study that attempts to investigate language systems. (Author/RB)

ED 095 556 CS 201 508

Dieterich, Daniel J., Comp.

Annotated Bibliography of Research in the Teaching of English, January 1, 1974 to June 30, 1974.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date 74

Note—32p.; In fall 1974 Research in the Teaching of English

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, Bilingual Education, *Educational Research, *English Education, *Evaluation, Humanities, Language Arts, Literature, Mass Media, Oral Communication, Research Reviews (Publications), Teacher Education, Teaching Methods, Tests, Verbal Learning, Written Language

Identifiers—Status Surveys

This 129-item annotated bibliography covers research in the teaching of English published between January 1, 1974, and June 30, 1974. Subject headings include research in "Language and Verbal Learning," "Literature, Humanities, and Media," "Bilingual and Bidialectal Studies," "Teacher Education," "Testing and Evaluation," and "Written and Oral Communication." Subject categories are further divided according to reviews of research, status surveys, preschool and elementary, secondary, and college and adult. (SW)

ED 095 557 CS 201 513

Nash, Abigail Jones And Others

Minorities and Women in Broadcast News: Two National Surveys.

Pub Date Aug 74

Note—23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Broadcast Industry, Employee Attitudes, Employer Attitudes, *Employment Practices, Females, Job Satisfaction, *Journalism, Media Research, National Surveys, *News Reporting, Press Opinion, *Racial Discrimination, *Sex Discrimination, Working Women

National samples of members of minority groups and women employed as newspersons at radio and television stations were surveyed by mail in 1973-74, as were their supervising news directors. Women's salaries were somewhat lower than those of minorities, with minority newswomen being paid less than minority newsmen. Few of either group expresed overall job dissatisfaction. But two-thirds of the newswomen and one-third of the minority newspersons said they had been discriminated against on the job. Women were also more likely than minorities to say they had been favored on the job. Of the minority newspersons, 82 percent thought that being minority had helped them to get their jobs, but only 14 percent of the women thought that being female had helped them at employment time. "Excellent" or "good" job performance ratings came from news directors in 71 percent of the cases for minorities and 89 percent for women. A fourth of their supervisors said that minority newspersons did not perform as well as nonminorities, and an equal number said newswomen did not do their jobs as well as newsmen. But for both sex and minority status, two-thirds of the news directors said they saw no job performance differences. (Author/TO)

ED 095 558 CS 201 514

Trager, Robert E.

Prior Restraint in High School: Does It Violate Students' First Amendment Rights?

Pub Date Aug 74

Note—13p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Censorship, Court Litigation, *Educational Legislation, *Freedom of Speech, *Journalism, School Administration, School Law, School Newspapers, School Policy, Secondary Education, *Student Publications, Student Rights

Identifiers—Tinker vs Des Moines Independent School District

The Supreme Court of the United States has issued three significant rulings on the question of prior restraint by government officials of material to be published in print media. Each time it ruled that only in exceptional circumstances will prior restraint be permitted. Lower federal courst have not taken the same view regarding prior restraint in public high schools. Several have held that school officials may censor material before publication in high school student newspapers or periodicals, whether school-sponsored or not. However, one Circuit Court of Appeals has taken a strong stance in opposition to high school precensorship, holding that while punishment may be imposed after publication of material that is not otherwise protected, prior restraint is permitted on the secondary level only under highly unusual conditions. While school officials may establish reasonable rules regarding time, place, and manner of distribution of student publications, a reading of the Tinker case indicates that prior censorship may not be permissible in the high school. The conflict among the Circuit Courts of Appeals, however, seemingly can only be resolved by the Supreme Court. (Author/TO)

ED 095 559 CS 201 515

Pierce, Frank N. And Others

Perceptions of Television Advertising Directed at Children: An Investigation of the Views of an Entire Community, April and May, 1974.

Pub Date Aug 74

Note—42p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Children, Communications, Journalism, Media Research, *Programing (Broadcast), *Publicize, *Public Opinion, Surveys, *Television Commercials, *Television Research

A survey of 900 residents of Gainesville, Florida, conducted in April and May 1974 assessed their opinions on a number of statements regarding advertising and programing on children's television shows. Of the 14 statements used, 6 were worded so that the television advertiser might be regarded as a "good guy" or his "-commercial as hero." The other 8 portrayed the advertiser as a "bad guy" or his "commercial as anti-hero." The respondents arrayed themselves against the advertiser and his commercial 11 separate times, a plurality which should cause considerable thought among broadcasters, advertising agencies, and advertisers who program and advertise on children's television shows. (TO)

ED 095 560 CS 201 517

Jeffres, Leo W.

Functions of Media Behaviors.

Pub Date Aug 74

Note—33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974)

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Higher Education, *Journalism, Listening Habits, *Mass Media, *Media Research, Newspapers, Radio, Reading Habits, *Research Design, *Research Tools, Television Viewing

Identifiers—*Media Behavior Unit

Individuals engage in media behavior several times daily. If a medium is actually used, that decision is one of a series of points which constitute a media behavior unit. The media behavior unit is used in several ways. First, by looking at particular attributes, researchers can determine whether an individual is consistent in medium behavior--whether John Doe usually reads the newspaper in the same sequence. If the attribute in question is not medium-bound, then researchers can determine how consistent an individual is across media behaviors--whether John Doe is more consistent in his affective evaluation of content consumed during newspaper reading than of that consumed during television viewing. Secondly, the analytic unit described allows researchers to focus on relationships in the actual media situation. For example, when people are lonely are they more likely to turn on the radio for company or do they seek a particular content? This example illustrates two concepts introduced in this paper, media-seeking and content-seeking. Content-seeking is viewed as the process in which individuals desire that a function pertaining to content be fulfilled and then engage in media behavior. In media-seeking the function the individual wants fulfilled is not tied to content. (Author/RB)

ED 095 561 CS 201 519

Trayes, Edward J. Cook, Bruce L.

Picture Emphasis in Final Editions of 16 Major Metropolitan Daily Newspapers by Subject, Race, Sex, Content Category and Source, October 1-5, 1973.

Pub Date Aug 74

Note—93p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974); Some tables may not reproduce clearly

EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE

Descriptors—*Content Analysis, Higher Education, *Journalism, *Media Research, News Media, *Newspapers, News Reporting, *Photography, Press Opinion, Urban Areas

Photographs appearing in October 1-5, 1973, final editions of 16 major daily newspapers published in Chicago, Detroit, Los Angeles, New York, Philadelphia, and Washington D.C. were analyzed for total number of pictures published, content category (breaking news, feature, or sports), placement (front page or inside), source (staff, Associated Press, United Press International), "people" or "non-people," sex of primary subject or subjects, and the race of the primary subject or subjects in each picture. Findings include an analysis of overall picture usage as well as city-by-city data. Overall picture usage is broken down by city, newspaper, and day for overall and for front-page-only pictures with detailed cross-tabulations according to content category. This methodology is employed in describing picture sources, "people v. non-people" pictures, and sex and race for "people" pictures only. Overall picture usage findings are then grouped by city to reveal similarities and differences among the six cities studied. Conclusions are drawn concerning the populations actually being served by the 16 major daily newspapers as reflected in their coverage assignments to staff photographers and their picture play. (Author/RB)

ED 095 562 CS 201 520

Harless, James D. Collins, Erik L.

Hiring Practices and News Program Values of U.S. Television News Directors.

Pub Date Aug 74

Note—11p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Administrative Personnel, College Instruction, *Educational Background, *Employment Practices, *Journalism, National Surveys, News Media, *News Reporting, *Television, Television Research

A random sample of U.S. television news directors was surveyed by mail in the spring of 1973 concerning hiring practices, the college training they felt was helpful for potential employees, and specific reasons they had for hiring personnel during the past year. The directors also were asked to report the ratings of their evening newscast and to indicate the reasons they felt were behind the ratings. The data indicate that the major sources of personnel for television news departments are other television news departments and college broadcast journalism sequences. The directors cite courses in broadcast reporting, local and state government, and speaking and rhetoric as preferable for broadcast journalists to courses in newspaper writing skills, psychology, and some sociology courses. Reasons for hiring specific personnel stress the social

characteristics of the candidate without making reference to educational background. The directors suggest that good visuals or good air presentation and good news coverage are most important to achieving high news program ratings, but also note that poor signal strength and a lack of staff, among other things, can hurt ratings. (Author/TO)

ED 095 563 CS 201 522

Penrose, Jeanne And Others

That Newspaper Nonreader Ten Years Later: A Partial Replication of Westley-Severin.

Pub Date Aug 74

Note—16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Communications, *Journalism, *Media Research, *Newspapers, Press Opinion, *Public Opinion, State Surveys

Findings from a 1971-72 North Carolina statewide survey focusing on the newspaper nonreader were compared with results from a similar statewide survey taken in 1961-62 in Wisconsin. Although there were limits to how precisely the two sets of data could be compared, the findings demonstrated that the type of person who chose not to read a newspaper then is the same today. The comparison also provides reasonable evidence that the number of certain kinds of people who choose not to read newspapers is growing. The study suggests that newspapers can react to this development by a more indepth approach to topics of interest to those who find newspapers most useful, generally readers who are urban, well-educated, and of middle age. (TO)

ED 095 564 CS 201 523

Talbott, Albert D. And Others

A News Game Called TRIO: A Task for Reporting, Interviewing and Observing.

Pub Date Aug 74

Note—43p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974)

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Class Activities, *Educational Games, Higher Education, Instructional Materials, *Journalism, Newspapers, *News Reporting, Role Playing, *Simulation, *Teaching Techniques

Identifiers—*Task for Reporting Interviewing Observing, TRIO

The reason for creating the Task for Reporting, Interviewing, and Observing (TRIO) was to make selective perception and metaphoric transformation come alive for students. This paper includes the experiences in designing, implementing, and trying out the exercise, a description of the exercise, a summary of the participants' play, and suggestions and recommendations on how the exercise can be used in similar and other kinds of settings. TRIO allows students to play various roles in reporting, being reported on, and news report evaluating. The exercise includes nursing students as specialists who present the pros and cons of abortion to another group of nurses. The presentation is covered by journalism students who write up news reports of the event for a lay audience. Groups of reporters cover the event under differing conditions, including second-hand and third-hand reporting. Afterward the lay audience, the reporters, and the specialists evaluate the coverage and prizes are awarded for the best stories. A give-and-take discussion is held a week after the event for all the participants. (Also included are selected bibliographies on gaming and simulations.) (Author/RB)

ED 095 565 CS 201 524

McCall, Patricia Ellen

The Current Status of Newspaperwomen in Wisconsin.

Pub Date Aug 74

Note—20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Employee Attitudes, *Employment Practices, Females, *Journalism, Media Research, *Newspapers, News Reporting, Occupational Aspiration, *Sex Discrimination, State Surveys, *Working Women

Identifiers—*Wisconsin

The focus of this paper is on three questions: Who are the professional women on newspaper staffs? How do they feel about their jobs? What are their job expectations? Questionnaires were sent to each of Wisconsin's 35 daily newspaper editors (all men), a brief form for the editor and a longer form for each woman on his news-editorial staff. Tabulation of the results indicates that a typical newspaperwoman is a full-time reporter, a college graduate with a major in journalism, 28 years old, and about as likely to be single as married. She has five years experience in newspaper work, is making $180 a week, and plans to have or has had a long career in journalism. These women perceive their jobs as no different in performance than those of men, and most of their editors agree. Most women are satisfied with their jobs but have felt discrimination and expect opposition from their male co-workers. They feel their jobs provide poor opportunities to advance and only fair to poor use of their abilities. Their occupational expectations are not high; few seek to be managing editors, publishers, or editors-in-chief. And they feel their chances of getting into management positions are less compared to their male co-workers. Several ways for gaining equality in the newsroom are suggested. (TO)

ED 095 566 CS 201 525

Bostian, Lloyd R.

Mass Communication Differences Between Urban, Suburban and Rural Areas: Cross-Cultural Comparisons.

Pub Date Aug 74

Note—29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Communications, *Community Development, Comparative Analysis, Cross Cultural Studies, Developing Nations, *Geography, *Mass Media, *Media Research, Rural Development, Suburbs, *Urbanization

This paper reviews various studies of media development patterns, all pointing to mass media growth's association with urbanization. The development and use of mass media differs greatly among urban, suburban, and rural areas. However, media development patterns are similar among countries, differing in the stage but not the pattern of media development. As modernization occurs, the media spread from larger urban centers to smaller towns and eventually into rural areas. When media development and availability are equal in urban, rural, and suburban areas, media use is similar. Greater media availability means greater media use, in time and in numbers of media, no matter what the geographic area. The choice and use of media definitely relate to one's place of residence and interest in community. Media choices are also influenced by social context and daily living and work patterns. Although personal and demographic factors such as income, education, and literacy are associated with mass media use, these variables have little predictive power in explaining urban, suburban, and rural communication pattern differences. In fact, mass media availability and relevant content can supersede the barriers of illiteracy in rural areas of developing nations. Research needs are suggested. (Author/TO)

ED 095 567 CS 201 526

Schwarzlose, Richard A.

AP's (Associated Press) Board of Directors: A Preliminary Study.

Pub Date Aug 74

Note—28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974)

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Higher Education, *Journalism, *Media Research, *News Media, *Newspapers, *News Reporting

Identifiers—*Associated Press, Board of Directors

The purposes of this study were to identify the directors of the Associated Press (AP) since 1892, to examine geographic and journalistic representation of the board since then, and to assemble a composite profile of directors' backgrounds and civic involvement, utilizing "Who's Who" sketches and computer analysis of biographical data The study found that AP has had 136 directors (all of them newspaper editors and publishers) since 1892, ranging from 53 years to one-half year in board service. Representation on the board has been disproportionately great for metropolitan areas, for states with metropolitan areas, for areas with relatively few newspapers, and for the morning field of publication. Directors' profiles reveal that less than 50 percent had professional journalism experience and that there were low levels of membership in national, regional, or state journalistic organizations but high levels of involvement in government and non-media corporate affairs. Republicans outnumber democrats two to one, and the board is overwhelmingly Protestant for that half of the directors indicating party and religious affiliation. (Author/RB)

ED 095 568 CS 201 527

Harless, James D. Collins, Erik L.

Work Roles, News Gathering Equipment, and Newscasts in Current U.S. Television News Departments.

Pub Date Aug 74

Note—17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Higher Education, *Journalism, *National Surveys, News Media, *News Reporting, Operating Expenses, Staff Role, *Television Research, *Video Equipment

In the Spring of 1973, American television news editors were surveyed for data on staff size, operating budgets, work roles, camera equipment, portable VTR equipment, wire services, mobile equipment, and number of newscasts. The data obtained are reported in five levels of operating budgets with a summary of the statistics for each area of news gathering and reporting capability. The data indicate operating budgets rise directly with staff size and equipment holdings. Data on motion picture equipment holdings and on intentions to purchase new equipment indicate that the 16mm motion picture camera remains the basic television news tool with little or no trend developing toward portable VTR or 8mm equipment. The data also indicate that middle-class stations ($100,000 to $199,999 annual operating budget) tend to spend a higher proportion of their efforts in news processing as opposed to news reporting and that 43 percent of television news personnel work in "large" departments with annual budgets of $300,000 or more. (Author/RB)

ED 095 569 CS 201 531

Chance, Larry Lynn

The Development of an Objective Composition Test for Non-Native Speakers of English.

Pub Date 73

Note—133p.; Ph.D. Dissertation, University of Kansas

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-12,538, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Composition (Literary), Doctoral Theses, *Educational Research, *English (Second Language), Higher Education, Language Skills, *Objective Tests, *Writing Skills, Written Language

The purposes of this study were to see if an objective composition test could be constructed that would correlate positively with grades on written compositions and to investigate the effects of native language background and total language proficiency on written composition skills. The objective composition test that was constructed consisted of 16 items and was administered to 93 students. The correlation of .73 between the objective composition test and written composition grades was significant at the .01 level. Conclusions were that skill in composition appears to be a function of total language proficiency; the scores of the objective composition test and the subtests indicate that the objective composition test measured grammatical correctness and vocabulary in addition to some measures of reading; objective composition tests can be constructed for diagnostic purposes and still correlate positively with actual composition grades; and an

objective composition test may be a time saver when the number of students being tested is so large that neither time nor grading assistance makes it possible to have the students write a composition. (Author/RB)

ED 095 570 CS 201 532
Chang, Won H.
Mass Communication and Acculturation.
Pub Date Aug 74
Note—23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974); Filmed from best copy available
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Acculturation, *Biculturalism, *Communications, Cultural Factors, Ethnic Groups, *Mass Media, Media Research, *News Media, News Reporting
The nature of the acculturation of the Korean ethnic group into U.S. society is defined and the relationship between the acculturation pattern and the mass media behavior of that ethnic group is examined in this study. The study hypothesizes that mass communication is the underlying power in acculturation by which an individual accumulates control over change in order to cope with a new environment. The study focuses upon two areas: (1) distinctive patterns of acculturation--nativistic, bi-cultural, and cultural assimilation; and (2) time spent using the news media, especially newspapers, magazines, radio, and television. (Author/TO)

ED 095 571 CS 201 533
Stevenson, Robert L.
Audience Segmentation: An Approach to International Communications.
Pub Date Aug 74
Note—44p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Audiences, *Communication (Thought Transfer), *Evaluation Techniques, Foreign Policy, Foreign Relations, Higher Education, Information Dissemination, *Media Research, *Periodicals, Reading Interests, Surveys
Identifiers—International Communication, *United States Information Agency
This paper summarizes a series of studies undertaken by the United States Information Agency Service between 1970 and 1972 in Bolivia, Great Britain, Argentina, and Lebanon. The purpose of the research was to develop new techniques for analyzing the audiences of USIA periodicals. Survey respondents--all members of USIA priority audience occupations--indicated their interest in a series of magazine article titles by using the Haskins 0-100 Reading Interest Scale. The results show that public affairs titles were of greater interest generally than those dealing with human affairs; interest in public affairs information was largely unrelated to demographic characteristics and mass media use; international lifestyle and personal contact with the United States seemed to hold promise as useful explanatory variables; and interactions between the two categories of reading interest, as shown in the segmentation analysis, suggested insights into interests of the USIA magazine readers that simple analysis did not detect. (Author/RB)

ED 095 572 CS 201 534
Nielsen, Richard P. Nielsen, Angela B.
Fatalism and Type of Information Sensitivity.
Pub Date Aug 74
Note—19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Communication (Thought Transfer), *Educational Research, Higher Education, *Journalism, Learning Characteristics, Learning Theories, *Locus of Control, *Psychological Characteristics, *Social Attitudes
Identifiers—*Fatalism
Fatalism as measured by Rotter's internal-external locus of control scale is the degree to which a person generally believes that events affecting his life are largely determined by other forces rather than by his own efforts. The purpose of this paper is to examine behavioral science theory concerning fatalism, and develop and test which types of benefit explanation information are more effective in forming positive attitudes among high fatalists towards attitude objects. This paper attempts to demonstrate that under certain information stimuli conditions, the conclusions of several authors quoted concerning the role of communications in causing positive responses among fatalists should be modified. When the immediate and/or individual benefits of an attitude object are explained to high fatalists, they respond more to such information content across subjects of communication then to exhortation, reward enumeration, future reward explanation, or to society reward explanation. (Author)

ED 095 573 CS 201 535
Barnett, George A. And Others
A Method for Political Communication Research.
Pub Date Aug 74
Note—52p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974)
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*Communication (Thought Transfer), Cultural Factors, Higher Education, *Media Research, *Political Attitudes, Political Issues, Prediction, *Publicize, *Research Methodology, Social Attitudes
Identifiers—*Metric Multidimensional Scaling
This paper suggests the applicability of metric multidimensional scaling for research within the political arena. Multidimensional scaling allows the researcher to simultaneously observe change and rates of change within the policy's attitudes toward the candidates and issues in election campaigns. Multidimensional scaling also reveals which dimensions the voters use to differentiate the candidates and their stand on various issues. By observing the trajectories of the candidates' movement through multidimensional space, it becomes possible to accurately predict the outcome of a election. Also included is a study using this technique to measure the variable effects the media have in political advertising. Finally, it reports the results of a study using multidimensional scaling to plot the changes in voters' attitudes toward the major political figures and issues in the 1972 presidential election. A random sample of the voters from Champaign County, Illinois, scaled sixteen concepts at five points in time. At each time three dimensions emerged. The trajectories of the two major candidates suggest a lawful motion through the space, which yields a prediction of the outcome of that election. (Author/RB)

ED 095 574 CS 201 536
Fielder, Virginia Dodge
The Social and Political Effects of Locally-Produced Television Documentaries: A Case Study of WHAS-TV, Louisville, Kentucky.
Pub Date Aug 74
Note—30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Case Studies, Community Problems, *Documentaries, Higher Education, *Journalism, *Local Issues, Political Issues, Social Factors, *Television Research
Identifiers—*Louisville
This paper is a case study of a documentary produced by WHAS-TV entitled "Louisville: Open City?" The purposes behind the documentary are examined, and an attempt is made to evaluate whether these purposes were achieved. More importantly, this paper illustrates the social and political changes which can result when a locally-produced documentary examines a significant community problem. Judging from this case study, a locally-produced documentary can contribute substantially to the understanding of some community problem and even help eliminate that problem. Several factors appear to enhance the probability that the documentary will be influential. First, a strong case must be made within the documentary itself that there is a significant community problem, and solutions for that problem should be advanced. Second, the initial documentary should be supported by subsequent news reports on related issues. Third, public officials must be motivated into taking appropriate action on the issues involved. Finally, the station must be committed enough to its public service responsibility to withstand the pressures and criticisms which may follow a documentary attacking existing political and social structures. (Author)

ED 095 575 CS 201 537
Knudson, Jerry
Whatever Became of "The Pursuit of Happiness"? The U.S. Press and Social Revolution in Latin America.
Pub Date Aug 74
Note—26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Civil Rights, Communications, *Journalism, *Media Research, *News Reporting, *Press Opinion, *Revolution, World Affairs
Identifiers—*Latin America
This paper examines treatment by the U.S. press of the Mexican, Cuban, and Chilean revolutions from a historical perspective, both using original research and synthesizing the research of others. On balance, the U.S. media have reported or commented on Latin American social revolutions mainly by exploiting sensation and ridicule. Economic interests probably predispose the U.S. press toward a conservative stance. Perhaps more significant, however, is the cultural conception of individual reporters and editors that the U.S. political system of representative democracy is inextricably bound up with the economic system of private ownership of property. Most U.S. reporters have a difficult time covering social revolution simply because it is alien to their experience. They tend to regard the world as a giant police court where property rights take precedence over human rights. (Author/TO)

ED 095 576 CS 201 539
Lowry, Dennis T. Marr, Theodore J.
Clozentropy as a Measure of International Communication Comprehension.
Pub Date Aug 74
Note—27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, California, August 18-21, 1974)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Audiences, *Cloze Procedure, *Communication (Thought Transfer), *Comprehension, English, Foreign Relations, Higher Education, Language Skills, *Monolingualism, *Research
Identifiers—*Clozentropy
This study was designed to test the validity of Darnell's clozentropy procedure as a measure of monolignual international communication comprehension. The study investigated two major subject (audience) variables, "educational level" and "prior familiarity level" with the specialized (idiosyncratic) content with which the subjects were presented, and one major content variable, "idiosyncratic level." One 500-word passage was selected from each of two different international radio programs produced in America, by Americans, primarily for Americans, but also broadcast to audiences in other parts of the English speaking world. Four groups of Filipino subjects with known group characteristics were tested. The criterion group consisted of American subjects with known group characteristics. Seven a priori hypotheses concerning international communication comprehension were tested using multiple linear regression. The overall results of the study strongly supported the position that the clozentropy procedure is both a sensitive and a valid measure of international communication comprehension, and pointed out the importance to the international communicator of studying his various international audience subpopulations, even when the audiences are monolingual. (Author/RB)

ED 095 577 CS 201 540
Baran, Stanley J. Davis, Dennis K.
The Audience of Public Television: Did Watergate Make a Difference?
Pub Date Aug 74
Note—14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Communications, Journalism, Media Research, News Media, *News Reporting, *Programing (Broadcast), *Public Opinion, *Public Television, Surveys
Identifiers—*Watergate Hearings

A survey of persons who wrote letters to the Cleveland public television station regarding the Watergate hearings revealed that presentation of the Senate hearings improved PTV's image in the minds of some viewers. A content analysis of the letters written to the station indicated that 49 percent of the writers specifically stated support for public affairs type programing. The survey does, however, cast some doubt on optimistic predictions of a new-found public television audience of contributors. Those who reported watching public television before the hearings began generally reported that their level of viewing had not changed after the Watergate hearings. Likewise, although a slight trend was noted, there were no significant relationships between how a viewer's attitude toward public television was affected by the hearings and any subsequent willingness to contribute to public television. These factors of viewer continuity and contribution should be of particular interest, because this population consisted of persons who were committed enough to their opinions about the coverage of the Senate hearings to write letters expressing these opinions. (Author/TO)

ED 095 578 CS 201 542
Ward, Scott Ray, Michael L.
Cognitive Responses to Mass Communication: Results from Laboratory Studies and a Field Experiment.
Pub Date Aug 74
Note—28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Adults, *Cognitive Processes, *Communication (Thought Transfer), *Drug Education, Educational Research, High School Students, Information Dissemination, Journalism, Mass Media, *Media Research, *Television Viewing

This paper examines some of the cognitive responses people experience while attending to messages. Two laboratory studies and a field experiment were conducted. In the lab studies, three different audience groups (junior and senior high school students and parents) were shown three different anti-drug abuse messages. Various levels of audio distraction--similar to "real world" viewing situations--occurred during exposure to the messages which were presented in the context of a current television program. The findings were: student groups generally commented about the ads less than parents, senior high students counterargued more and connected less than other groups. and adults were particularly sensitive to distractions. In the second lab study adult subjects were mailed a booklet about drug abuse two weeks following participation in the experiment. Compared to a group that saw no anti-drug ads, those who had seen anti-drug ads were more likely to recall receiving a booklet, to have read it, and to have had a drug discussion recently. In the field experiment two key ads were run during a 32-day period via split-cable facility on the West Coast. Telephone interviews conducted pre-, during, and post-exposure indicated that both ads stimulated interest compared to pre-campaign levels. (Author/WR)

ED 095 579 CS 201 543
Showalter, Stuart W.
Six Opinion Magazines' Coverage of Conscientious Objectors to the Vietnam War.
Pub Date Aug 74
Note—24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Communication (Thought Transfer), *Content Analysis, Editorials, Freedom of Speech, *Journalism, *Media Research, News Reporting, *Periodicals, *Press Opinion
Identifiers—Conscientious Objectors, Vietnam War

Six opinion magazines ("Christian Century," "Commonweal," "Christianity Today," "Nation," "National Review," and "New Republic") were analyzed for their treatment of legally recognized conscientious objectors during the Vietnam War era, 1964-72. The purpose of the study was to find how these journals reconciled their obligations under the social responsibility theory to represent fairly the viewpoints of an identifiable minority with their responsibility not to provide information about internal dissent to the nation's enemies. Conscientious objectors received substantial attention from four of these journals during the Vietnam era--24 editorials and 38 other articles. Amost all items conveyed a favorable bias toward objectors--46 were positive, 13 neutral, and 3 negative. Almost half the coverage was provided by one magazine, the "Christian Century," which supported not only traditional objectors, but also those who refused to fight on novel grounds. The thematic content of the editorials failed to support Siebert's hypothesis that "the enforcement of restraints increases as the stresses on the stability" of society increase. The evidence indicates that some editorialists exercised a great deal of freedom in defending minority opponents of United States policy during the Vietnam war. (Author/RB)

ED 095 580 CS 201 544
Freeman, Leonard
Q-Method 20 Years Later: Its Uses and Abuses in Communications Research.
Pub Date Aug 74
Note—67p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974)
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Communications, Journalism, *Literature Reviews, *Media Research, *Q Sort, Research Design, *Research Methodology

William Stephenson's Q methodology has been linked to the future of communications research by some and condemned as treacherous by others. This study reviews the uses of Q in published mass communications research over the past 20 years. The survey found 30 mass communications studies published in English in the scholarly journals related to mass communications from 1953 to 1972. The studies used four Q techniques: (1) the Traditional Sort; (2) the Modified Free Sort; (3) a "MacLean variation," testing objects rather than persons; and (4) Q Factor Analysis. The studies were critiqued individually for their performance in five methodological areas; basic considerations, item selection, subject selection, distribution design, and analytic treatment of data. The results suggest that item design and support for the choice of distribution shape are trouble spots in the use of Q for communications research to date. (Author/TO)

ED 095 581 CS 201 552
Terry, Herbert A.
Personal Data and the Press.
Pub Date Aug 74
Note—52p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974); Filmed from best copy available
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*Civil Liberties, *Confidentiality, Federal Legislation, Freedom of Speech, Information Dissemination, *Journalism, Laws, Mass Media, News Reporting, State Legislation
Identifiers—*Freedom of the Press

Spurred on by a July 1973 report of an advisory committee to the Secretary of Health, Education and Welfare (HEW), a movement seems to be building to enact statutory protection for the privacy of personal data in government computers and other records storage systems. This effort to protect privacy poses challenges to statutory protection of public, and media, rights of access to public records and suggests a new dimension of privacy law with implications for the mass media. This paper analyzes the movement to protect privacy of personal data, with particular attention to the HEW report. It then examines, as a case study, the process which led to the only personal data protection law thus far enacted, a statute passed by the 1974 Minnesota legislature. The paper also reviews efforts to protect privacy of personal data at the federal level and to reach a reconciliation of access to records and privacy principles. Attention is paid to both Congressional and Executive branch institutions with interests in the subject. Finally, some suggestions are advanced as to why there has not yet been a successful simultaneous analysis of the principles of access to public records and the growing movement for privacy of personal data. (Author/TO)

ED 095 582 CS 201 554
Grunig, James E.
A Multi-Systems Theory of Organizational Communication.
Pub Date Aug 74
Note—42p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (57th, San Diego, August 18-21, 1974)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Behavior Patterns, *Communication (Thought Transfer), Higher Education, Interpersonal Relationship, *Organizational Communication, Organizational Development, *Organizational Theories, *Systems Analysis, Systems Concepts

This paper builds a theory of organizational communication which explains communication at several system levels. The theory is built around a decision-situation model of communication theory and incorporates concepts of organization structure and behavior taken from research on complex organizations. The theory is supported with original data from five studies of organizational communication: a study of internal communication in a utility company, a study of the consumer information program of a food and general merchandise chain, a study of communication procedures of public relations practitioners in 216 organizations, a study of organization-clientele communication in a community development agency, and a study of inter-organizational communication in a community. (Author/RB)

ED 095 583 CS 201 598
Wood, David Robert
Visual Education and the Language Arts: Toward the Incorporation of Visual Concepts and Skills in the Secondary Language Arts Program.
Pub Date 74
Note—164p.; Ed.D. Dissertation, The University of Rochester
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-15,104, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Curriculum Development, Curriculum Planning, Doctoral Theses, English Instruction, *English Programs, *Language Arts, Literature Reviews, *Photography, *Program Descriptions, Secondary Education, *Visual Literacy, Visual Perception

The purpose of this study was to develop a rationale for and to organize sequences of visual education concepts and skills that could function as a part of a secondary language arts program embodying the approaches of James Moffett. The literature on visual education was studied to identify those factors related specifically to professional knowledge in secondary language arts as possible components of the language curriculum. The factors identified as pertinent were that the photographic record can teach us how to see; pictures are better than words for learning; most of the historical users of photography viewed the photograph as a means to an end; and Moffett's action-response model of learning in small groups offered speaker-listener-subject as the ultimate context which may be translated into photographer-viewer-subject. It was concluded that the construction of a secondary language arts based visual education curriculum is more directly associated with the factors of visual perceptual and picture theory, of photography, and of curriculum conceptual models that allow for more than one path of development than other factors. (Author/RB)

ED 095 584 CS 201 599
Turney, Michael L.
Mass Communication Games: Simulation-Games for Teaching/Learning About Journalism/Mass Communication.
Pub Date 73
Note—321p.; Ph.D. Dissertation, The University of Iowa
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-16,692, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.

Descriptors—Class Activities, *Communication (Thought Transfer), Doctoral Theses, *Game Theory, Higher Education, Human Relations, *Journalism, *Simulation, Social Relations, *Teaching Methods

This dissertation explores the teaching/learning application which simulation-gaming has to offer journalism/mass communication educators. It proposes eight uses to which journalism/mass communication educators can put simulation-games and develops a series of generating principles, based on a broad concept of mass communication, which are appropriate for designing broad-system oriented simulation-games. The participants act as members of a "society" which includes all participants in the simulation-game. They are also members of a "community" which is a sub-group within the society and they serve as "communicators" and "audiences" during a portion of the simulation-game. In these various roles, they serve as members of one of several competing mass media enterprises and encounter the problems, issues, and phenomena which confront mass communicators in any society. Three specific simulation-games which were designed and conducted using these generating principles are also discussed to demonstrate their application. (Author/RB)

ED 095 585 CS 201 600

Morgan, Betty M.

An Investigation of Children's Books Containing Characters from Selected Minority Groups Based on Specified Criteria.

Pub Date 73

Note—306p.; Ph.D. Dissertation, Southern Illinois University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-6232, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*American Indians, Annotated Bibliographies, *Childrens Books, Childrens Literature, Chinese Americans, Doctoral Theses, *Educational Research, Ethnic Stereotypes, Japanese Americans, Mexican Americans, *Minority Groups, *Negroes, Puerto Ricans, Reading Materials

An investigation of children's books reveals that a few classic examples of minority characterization are found in children's books written prior to and at the turn of the century. A survey of materials shows that most bibliographies are not annotated; that those which are annotated usually tell the plot and theme, omitting mention of the characters' culture; and that most of the bibliographies, with or without annotations, concentrate on only one minority or mix them on the usual alphabetical basis. Investigation further reveals that: characterization of the Negro and Indian have changed since World War II; the number of books populated with minority characters as the major character(s) has multiplied in recent years; publishers and libraries offer large numbers of titles for only two of the six minorities--African American and American Indian; and while a few outstanding people of Mexican heritage are represented, none are found for Americans of Puerto Rican, Chinese, or Japanese descent. An appendix includes a list of materials for the minority child. (Author/SW)

ED 095 586 CS 201 601

Graves, Donald H.

Children's Writing: Research Directions and Hypotheses Based Upon an Examination of the Writing Processes of Seven Year Old Children.

Pub Date 73

Note—395p.; Ed.D. Dissertation, State University of New York at Buffalo

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-8375, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Childhood Attitudes, Doctoral Theses, *Educational Research, Elementary School Students, Grade 2, Writing Exercises, *Writing Skills

In order to formulate instructional hypotheses and research directions, a profile of seven-year-old children's behavioral patterns associated with the writing process was sought. Eight case study children were chosen from two formal and two informal classrooms in a middle class community. Secondary focus was on gathering data from larger groups in the same four classrooms. Data were collected from the following sources: the logging of five categories of information from the writing of ninety-four children; the naturalistic observation of fourteen children as they wrote in class; interviews in four different sessions of eight case study children about their views of their own writing; and the gathering of full case study data about eight children through parent interviews, from testing and assembling of educational-developmental history, and by extended observation of children in several environments. Research hypotheses abstracted and formulated from these findings include: (1) children write more on their own, (2) children write longer when the writing is unassigned, and (3) general behaviors exhibited in their writing process are determined primarily by their developmental levels. (Author/SW)

ED 095 587 CS 500 730

Striegel, Quincalee Brown

Working in the Women's Movement.

Pub Date Mar 74

Note—10p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Washington, D.C., March 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Career Opportunities, Careers, *Communication (Thought Transfer), Communication Skills, Community Organizations, Composition (Literary), *Feminism, *Information Dissemination, Persuasive Discourse, Public Speaking, Research, *Speech, Working Women

Activity within the feminist movement, while greatly productive and involving many women, offers limited career opportunities in a paid capacity. However, for women who are trained in speech communication but who do not want to teach, Commissions on the Status of Women (state and county) do provide some paid employment utilizing speech skills in basic research, information and referral services, public speaking and persuasion, and written communications of various types. Although rewarding paid work within the movement is available for the speech trained woman, now is the time when more jobs should be created and pursued on the city, county, state, and national levels. (JM)

ED 095 588 CS 500 733

Stephens, Kent G.

A Fault Tree Approach to Analysis of Behavioral Systems: An Overview.

Pub Date 74

Note—21p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Behavior Patterns, Communication (Thought Transfer), *Conceptual Schemes, *Decision Making, Higher Education, Models, *Systems Analysis, Systems Approach, *Systems Development

Identifiers—*Fault Tree Analysis, FTA

Developed at Brigham Young University, Fault Tree Analysis (FTA) is a technique for enhancing the probability of success in any system by analyzing the most likely modes of failure that could occur. It provides a logical, step-by-step description of possible failure events within a system and their interaction--the combinations of potential occurrences which could result in a predetermined undesired event. The analysis for a fault tree begins with a precise statement about an undesired event of critical importance in a decision making process. This statement stands at the top of the tree, and the analysis proceeds downward. Contributing failure events are then interrelated by means of "logic gates" (e.g., AND and OR) to illustrate the cause and effect relationship which results in the undesired event. (A description of the FTA approach and its applications is included.) (RB)

ED 095 589 CS 500 752

Monge, Peter R. Lindsey, Georg N.

The Study of Communication Networks and Communication Structure in Large Organizations.

San Jose State Univ., Calif.

Spons Agency—Office of Naval Research, Washington, D.C.

Pub Date Apr 74

Note—44p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Administrative Principles, *Behavior Patterns, *Communication (Thought Transfer), Computer Science, Conceptual Schemes, Higher Education, *Information Networks, *Interpersonal Relationship, *Organization, *Organizational Communication

This report describes a set of procedures for analyzing communication networks in large organizations. The procedures include the identification and evaluation of various kinds of networks, assessment of the organizational hierarchy, appraisal of various departments within the organization, and evaluation of individual communication behavior. The report begins by describing and illustrating the essential concepts of network analysis, thereby providing a vocabulary for talking about the process. In the second chapter several comparative techniques are described for evaluating the network, including overlaying the actual network on the organizational chart and comparing different networks. Several important network metrics, called communication structure variables, are identified, and their relationships to important aspects of organizational processes are suggested in the third chapter. Finally, information is provided to enable a reader to gain access to and utilize existing software for conducting a large-scale network analysis by computer. (Author/RB)

ED 095 590 CS 500 761

Hazen, Michael David

Temporal Models of Communicative and Social Interactive Behavior: Implications of Different Research Models.

Pub Date Apr 74

Note—16p.; Paper presented at the Annual Meeting of the International Communication Association (New Orelens, Lousiana, April 17-20, 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Behavior Patterns, *Communication (Thought Transfer), Higher Education, Human Relations, *Interpersonal Relationship, Literature Reviews, *Models, Research Tools, *Social Relations

Through a review of the literature, this paper centers on the temporal analysis of communication behaviors in the study of social interaction. It argues that the choice of one or another temporal model of analysis and its underlying assumptions is highly related to the conclusions about social interaction that are found by the researcher. Although the temporal methods of analysis proved valuable in the study of social interaction, the different research models have built-in limitations that need to be taken into account by those who use them. (RB)

ED 095 591 CS 500 769

Genova, B. K. L.

A View on the Function of Self-Adaptors and Their Communication Consequences.

Pub Date Apr 74

Note—26p.; Paper presented at the Annual Meeting of the International Communication Assn. (New Orleans, April 17-20, 1974)

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*Behavior Patterns, Body Language, *Communication (Thought Transfer), Higher Education, Interpersonal Relationship, *Literature Reviews, *Nonverbal Communication, *Social Behavior

Identifiers—*Self Adaptors

The purpose of this paper is to examine the function served by self-adaptor type behaviors (defined here as "hand touch" on the face, body, the other hand, and the fingers) in order to discover why people perform self-adaptors and what happens when they do. Following an extensive review of the literature, it is proposed that self-adaptors serve two functions: a primary encoder function, whereby the individual uses self-adaptors to help himself prepare for or cope with problems in encoding; and a secondary encoder function, whereby self-adaptor activity provides the observer with cues for attitudinal inferences. The paper concludes with a discussion of some of the ways of testing hypotheses related to self-adaptor type behaviors. (RB)

ED 095 592 CS 500 774

Petric, Vladimir

Three Aspects of Teaching Cinema.

Pub Date May 74

Note—24p.; Paper presented at the Luce Program in Film Studies, Carpenter Center for the Visual Arts, Harvard University, May 21, 1974
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Aesthetic Education, *Audiovisual Communication, Creative Art, Creativity, *Film Production, *Film Study, Higher Education, Production Techniques, *Teaching Techniques

Part one of this document contends that most film teachers are overly concerned with the technological aspects of filmmaking and not concerned enough with film as art form.It urges that students be encouraged to use film to express their personal artistic visions, just as they use other art forms in the university curriculum. Part two describes a course in filmmaking as artistic expression which was taught at Harvard's Carpenter Center. The introductory lecture for this course and each of the ten student projects which follow it are briefly outlined. Part three, "Relating Courses in Filmmaking and Film Studies," describes a unified undergraduate and graduate filmmaking/film study program, suggesting the educational theory which should underlie such a program. An appendix contains a general outline of film study courses conceived in close relation to filmmaking courses, offered on the undergraduate and graduate level. (SW)

ED 095 593 CS 500 778
Rieke, Richard D.
Forensics in the United States--1973.
Pub Date Nov 73
Note—12p.; Paper presented at the Annual Meeting of the Speech Communication Association (New York, New York, November 1973)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Communication (Thought Transfer), *Communication Skills, Debate, Educational Research, Higher Education, *National Surveys, Program Content, *Program Descriptions, School Surveys
Identifiers—*Forensics

The purpose of this project was to survey the status of forensics in the United States. A mailing list was developed to include every school that might have forensic activities. Established mailing lists prepared for tournaments, publications of tournament results, and lists set up for sale were consulted; schools were asked to list other schools in their state that might have a forensics program; and some membership lists of regional forensic associations were examined. After duplications were eliminated, a list of 925 institutions of higher education remained. A questionnaire was prepared that was of a restricted, relatively forced-choice format. Two mailings about a month apart took place. Of the 925 questionnaires sent out, 467 replies were received. Some of the results indicated that: the majority of forensics programs are directed by full-time faculty members; almost half of the programs are independent of the speech-communication curriculum; most programs rely on student volunteers to build the forensics program; improvement in critical thinking, analysis of issues, and analysis of arguments are the goals of most programs; and tournaments, meets, and festivals are prominent characteristics of forensics programs. (WR)

ED 095 594 CS 500 784
Spicer, Christopher H.
A Critical Analysis of Empirical Investigations of Business Communication Behaviors.
Pub Date Apr 74
Note—8p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Behavior Patterns, *Business Communication, *Business Education, *Business Skills, *Communication (Thought Transfer), *Communication Skills, Educational Research, Higher Education, *Literature Reviews, Organizational Development

A preliminary review of the literature indicates that previous research undertaken to identify communication competencies by those in business produced a wide range of findings. The studies may be placed in one or more of the following categories: geographically limited in population, limited solely to business executives, or concerned only with identifying those communication skills presently needed by businessmen. As a result of this brief review, the following recommendations are made: the procedures and results of past studies should be analyzed toward the end of synthesizing the available research, and, given the procedural shortcomings identified here, a national survey of those who teach business or organizational communication should be conducted. (RB)

ED 095 595 CS 500 793
MacDonald, Donald Doolittle, Robert J.
Developing Model Mission Statements for Urban-Located Departments.
Pub Date 72
Note—12p.; Report of a Speech Communication Action Caucus held at the 1972 Annual Convention of the Speech Communication Association
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Administrative Policy, *Communication (Thought Transfer), Departments, *Educational Objectives, Higher Education, *Models, School Organization, Urban Education, *Urban Universities

At the 1972 annual meeting of the Speech Communication Association, a group of communication students and scholars met to discuss what their departments are designed to accomplish. The purpose of this Action Caucus was to develop a model mission statement for communication departments located in urban settings. Three conclusions are warranted from observing the efforts of the Action Caucus: there is an interest among communication scholars in tailoring research, teaching, and community service activities to meet the needs of urban living; the Action Caucus is a small step toward reshaping the priorities and pursuits of urban-located departments; and the model of the caucus itself may illustrate how convention programs of the future may be conducted. The work begun by the Action Caucus promises to define new and important directions for research, teaching, and community service activities in urban-located departments, including the elimination of artificial interdepartmental barriers. (Author/RB)

ED 095 596 CS 500 796
Harrison, Robert D.
Heckling Techniques and Counter-techniques.
Pub Date Apr 74
Note—11p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Richmond, Virginia, April 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Communication (Thought Transfer), *Dissent, Freedom of Speech, Persuasive Discourse, *Political Attitudes, Public Opinion, *Public Speaking, Rhetorical Criticism, Social Attitudes, Speeches
Identifiers—*Heckling

Any discussion of the dimensions of contemporary political campaigning would not be complete without some consideration of heckling; for heckling, or the questioning of a speaker while he is in the act of speaking, has become a salient element on the political scene. In attempting to diminish the heckler's impact, the speaker usually appeals to one of two segments of the audience. He may direct his response to his supporters as the intended auditors, or he may respond in an attempt to effect change in the actions of the hecklers themselves. Counter techniques principally designed for his supporters' confirmation include such measures as ridiculing the antagonists, turning the tables on them, and using the hecklers as an example. Counter techniques mainly aimed at altering the hecklers' perceptions include preaching or scolding, teaching, disarming, defying, and counter threatening. The fitting response selected by the speaker must take into account the rhetorical situation. (WR)

ED 095 597 CS 500 799
Surlin, Stuart H. Gordon, Thomas F.
Selective Exposure and Retention of Political Advertising: A Regional Comparison.
Pub Date Apr 74
Note—24p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, April 17-20, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Higher Education, Information Dissemination, Mass Media, *Media Research, Political Attitudes, *Politics, *Publicize, Retention, *Surveys, Television, *Urban Areas

The results presented in this article are but a portion of the information gathered in a larger survey examining the relative roles of "selective exposure" to and "selective retention" of political advertising during the 1972 presidential election. Random samples in two metropolitan areas in different regions of the country (Atlanta, Ga., n=281; and Philadelphia, Pa., n=279) were surveyed by phone to test specific hypotheses. Several regional inter-city differences were noted: Philadelphians indicated greater general exposure to mass media political advertising, while Atlantans were more inclined to recall specific advertisements; respondents in both cities were highly likely to say that they were exposed to political advertising on television; and three of every four first recalled advertisements were seen on television. It was concluded that a negative correlation exists between a medium's propensity for exposure and the individual's selective retention of political information presented through that medium, and that a medium rated high for exposure mentions will be rated low on selective retention mentions, and vice versa. (RB)

ED 095 598 CS 500 804
Rushing, Janice L. Rushing, Don G.
A Paradigm for Studying Congruence of Perceptions of Communication in a Dyad.
Pub Date Apr 74
Note—10p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Attitudes, College Students, *Communication (Thought Transfer), *Educational Research, *Interaction, Oral Communication, *Perception, Political Attitudes
Identifiers—*Message Perception

The purpose of this study was to propose a relatively simple basic paradigm that may be used in a number of different ways to experimentally determine communicators' differential perceptions of their own and another's messages in a transaction. The subjects were 28 pairs of college speech-communication students, randomly selected. The only criterion for selection was that the two members of each pair be strangers, in order to avoid possible contamination from preacquaintance. The measurement instrument was a set of statements about a controversial national topic, followed by five-step Likert-type scales of agreement-disagreement. The statements were developed by using pilot subjects from the same population as the ones used in the study. Each was asked to compile a list of 15 possible topics for discussion concerning the Watergate affair. From these lists, 15 attitudinal statements were generated. The subjects then talked together continuously for 20 minutes about their attitudes and feelings concerning Watergate. Finally, the subjects completed the questionnaire. The results indicated that in every case, when a subject's perception of his own attitude was compared with his partner's perception of his attitude, significant differences were found. (WR)

ED 095 599 CS 500 805
Galvin, Kathleen M.
Communication Approaches for the Intergroup Educator.
Pub Date May 74
Note—17p.
Journal Cit—Massachusetts Communication Journal; v6 n1 p31-46 May 1974
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Communication Problems, *Communication Skills, *Intergroup Relations, *Interpersonal Relationship, *Speech Instruction, *Urban Teaching, Urban Youth

In preparing urban teachers to become effective classroom communicators, urban speech teachers should involve their students in interpersonal communication within an intergroup context whenever possible. Students must be taught to become sensitive to word choice, aware of the importance of verbal and nonverbal codes, and more empathic. To accomplish this goal, teachers must investigate the feelings and attitudes of people of other groups by learning facts about them

via children, parents, and books. They can also get additional communication training through self-analysis and intergroup and interpersonal situations designed to develop empathy. Some approaches which may be used to accomplish this goal are simulation games, communication effectiveness exercises, role playing, and self-disclosure. Guidelines for future urban educators include the following: (1) interracial communication is facilitated when the communicators share a common coding system; (2) meaning communication in transracial contexts requires the proximity of source and receiver; and (3) interpersonal communication with transracial contexts often fails because the sender and the receiver do not share or seek each other's point of view. (SW)

ED 095 600 CS 500 808
Yamauchi, Joanne S.
Selected Educational Resources in Interpersonal Communication.
Metropolitan Washington Communication Association, Washington, D.C.
Pub Date Apr 74
Note—5p.
Journal Cit—MWCA Encoder; v1 n2 p5-8 April 1974
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Class Activities, Classroom Communication, *Communication (Thought Transfer), *Educational Resources, *Interpersonal Relationship, Literature Reviews, Nonverbal Communication, Verbal Communication
The rapid growth in the field of interpersonal communication is reflected in both the introduction of courses dealing with the personalized involvement of people with each other and the prolific output of related educational resources. Specific representative samples of current resource selections include four texts dealing solely with interpersonal communication, excluding treatments of group discussion and public speaking; two books concerning nonverbal communication; six texts including related classroom activities; and two sources containing selected bibliographies. (JM)

ED 095 601 CS 500 811
Hickson, Mark, III
Learning Resources in Organizational Communication.
Metropolitan Washington Communication Association, Washington, D.C.
Pub Date Jan 74
Note—5p.
Journal Cit—MWSCA Encoder; v1 n1 p12-15 January 1974
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Business Administration, *Communication (Thought Transfer), *Educational Resources, Literature Reviews, *Organizational Communication, *Organizational Theories, Psychology, *Research Methodology, Sociology, Speech
Organizational communication, because of its interdisciplinary nature and diversity of interest (sociology, psychology, speech communication, and business administration), requries reading in several different disciplines. Among the available resources listed in this document are six specific books which may prove useful for understanding the methods of research and the practice of organizational communication; a book containing specialized terminology and extensive references which focuses on the understanding of organizational theory; and two annotated bibliographies which are available from the Speech Communication Association. (JM)

ED 095 602 CS 500 813
McGaan, Lee
Grounded Research: Building Communication Theory for Communication Practice.
Pub Date 73
Note—15p.; Paper presented at the Midwest Summer Conference of the International Communication Association (Athens, Ohio, August 1973)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Communication (Thought Transfer), Higher Education, Interpersonal Relationship, *Organizational Communication, Organizational Development, *Organizational Effectiveness, *Organizational Theories, Planning, *Research, *Research Methodology
If the justification for the existence of an area of study called organizational communication is that communication scholars have something to say to people in organizations, then researchers in the field must be able to take their knowledge into the work-a-day world and make themselves understood to people who are not social scientists. While the normative paradigm is commonly used in the field of organizational communication, it is less than adequate for the purposes of knowing a situation in its own terms with its own meanings. A grounded theoretical approach supplies an alternative to the normative and is compatible with many techniques of research. The normative paradigm and logico-deductive methods depend primarily on causal explanations and do not account for intentions, meanings, and goals. Grounded research, with an orientative toward situational-meanings, is more likely to be able to account for results in the situation that is unique to an organization's goals. (RB)

ED 095 603 CS 500 816
Chulay, Cornell Francis, Sara
The Image of the Female Child on Saturday Morning Television Commercials.
DePauw Univ., Greencastle, Ind. Communication Research Center.
Pub Date Apr 74
Note—13p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 17-20, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Childhood Attitudes, *Children, Commercial Television, *Females, Propaganda, Publicize, Role Models, *Role Perception, *Sex Stereotypes, *Television Commercials
Combining two issues significant in contemporary broadcasting--the influence of television on children and the role of women as portrayed by the media, this study analyzed the image of female children in 294 television commercials shown from eight in the morning until noon every Saturday from November 10, 1973, until December 8, 1973. Although the child was used as the primary unit, appearing on screen for at least 3 seconds or having at least one line of dialogue, other items also qualified for coding, for example, number of males and females, the product advertised, voice-over, setting, and the primary role of the female. Using Holsti's formula for multiple coders, dual coder reliability was established at .99. Results showed television as trying to orient the female child to traditional feminine roles in society as the typical wife and mother concerned about her appearance and accepting the role of a sex object. The concept of women as being independent and successful in the business world is not shown. (JM)

ED 095 604 CS 500 817
Niles, Lyndrey Arnaud
The Status of Speech Communication Programs at Predominantly Black Four Year Colleges: 1971-1972.
Pub Date Mar 73
Note—173p.; Ph. D. Dissertation, Temple University
Available from—University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (73-30,168, MF-$4.00, Xerography-$10.00)
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—College Curriculum, *College Programs, *Communication (Thought Transfer), *Educational Research, Higher Education, National Surveys, *Negro Colleges, Rhetoric, School Surveys, *Speech Instruction, Status, Undergraduate Study
This study was designed to determine the present status of rhetoric and speech communication programs in the 83 predominantly black, 4-year colleges in the United States; to make recommendations toward continued development of these programs with special emphasis on required courses; and to sample the reactions of a panel of 12 Speech Communication Association experts on the status and recommendations. Questionnaires were sent to the heads of the 83 departments. The results of the study indicated that most of the speech departments in black colleges were developed during the first two decades of the twentieth century, only 727 students are majoring in speech at the colleges surveyed, and only 28 of the 83 colleges have facilities for speech improvement programs. The study concludes that, while the overall status of speech as an academic discipline in black colleges has improved in recent years, administrators need to dedicate more time, interest, and financial support to speech education in these colleges. (RB)

ED 095 605 CS 500 820
Gurry, Joanne
Teaching Communication in Controversy in the Secondary School.
Massachusetts Univ., Amherst. Dept. of Communication Studies.
Pub Date May 74
Note—11p.
Journal Cit—Massachusetts Communication Journal; v6 n1 p22-30 May 1974
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Communication (Thought Transfer), Communication Skills, *Course Content, Language Usage, *Persuasive Discourse, *Secondary School Students, *Speech Instruction, Teaching Techniques, Verbal Communication
A shift from a classroom focus on persuasion and argumentation to a broader classroom focus on the communication of controversy might be beneficial to students. The course content should help students come to grips with their internal and external problems, rather than avoid them and seek only quick solutions. To aid students in dealing with controversies, teachers must introduce them to the verbal and nonverbal uses of language and to the communication process. In carrying out a program based on this concept, the school should offer a broadened and more interpersonalized approach to teaching persuasion and debate. First, students should understand the meaning of communication and examine why people argue. Then they should focus on the uses of arguments in their own interpersonal relationships. Students should learn not only to analyze, share, and defend their own views, but also to listen to and respect others' positions. They should notice what motivates people to meet in groups to which they belong and should be able to identify the kinds of controversies in problem solving group settings and public communication. Preparing students to use language effectively in communicating to solve problems should be the main purpose of this course, regardless of the focus. (SW)

ED 095 606 CS 500 821
Polvi, Kathy Tobin, Diane
An Investigation of a Designated Leader's Perceived Influence in Small Task-Oriented Group Discussions.
Indiana Speech Association.
Pub Date Apr 74
Note—11p.
Journal Cit—Indiana Speech Notes; v8 n2 p7-14 April 1974
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Communication (Thought Transfer), *Educational Research, *Group Discussion, Higher Education, *Leadership Qualities, Leadership Styles, Role Perception, *Speech Instruction
This study was designed to determine the communication characteristics which group members perceive as constituting the amount of influence of a designated leader, the communication characteristics which designated leaders perceive as consituting their own amount of influence, and the degree of similarity between the leader's and others' perceptions of the communication characteristics concerning the designated leader's influence. Twenty-three task oriented small group discussions, ranging in membership from three to six undergraduates, were used in this study. The results on the degree of similarity between the other group members' perceptions of the designated leader's influence and the designated leaders' perceptions of their influence with the five communication characteristics indicated moderately high relationships. (RB)

ED 095 607 CS 500 825
Miller, Gerald R., Ed. Simons, Herbert W., Ed.
Perspectives on Communication in Social Conflict.
Speech Communication Association, New York, N.Y.

Pub Date 4 Sep 74
Note—246p.
Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($10.50 cloth)
Document Not Available from EDRS.
Descriptors—*Communication (Thought Transfer), Game Theory, Higher Education, Institutions, *Models, Oral Communication, *Organization, *Persuasive Discourse, Research Design, Social Attitudes, *Social Problems

This book suggests new approaches to the role played by communication in social conflict situations. In "A Transactional Paradigm of Verbalized Social Conflict," C. David Mortensen calls for a transactional approach to the study of communication and conflict. Fred Jandt's "Communication and the Simulation of Social Conflict" stresses the advantages of simulating social conflict. In "Communication in Game Theoretic Models of Conflict," Thomas Steinfatt and Gerald Miller summarize and extend a body of research conducted in the tradition of tightly controlled laboratory studies. Phillip Tompkins, Jeanne Fisher, Dominic Infante, and Elaine Tompkins employ field research techniques to investigate attitudes toward "Conflict and Communication Within the University." John Bowers uses the case study to illustrate "Communication Strategies in Conflicts Between Institutions and Their Clients." A conceptual analysis of the relationship between persuasion and the use of threats and inducements is offered in "The Carrot and Stick as Handmaidens of Persuasion in Conflict Situations" by Herbert W. Simons. There is an extensive bibliography at the end of the book. (RB)

EA

ED 095 608 EA 005 879
Templeton, Ian
Differentiated Staffing. NAESP School Leadership Digest Series, No. 6. ERIC/CEM Research Analysis Series, No. 8.
National Association of Elementary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 74
Contract—OEC-0-8-080353-3514
Note—31p.; A related document is EA 005 878
Available from—National Association of Elementary School Principals, 1801 N. Moore Street, Arlington, Virginia 22209 ($24.00 plus postage. Available only as part of series of 13 reports)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Administrator Role, Bibliographies, Cost Effectiveness, Decision Making, *Differentiated Staffs, *Educational Change, Educational Finance, Educational Innovation, *Educational Programs, Instructional Staff, Models, Organizational Change, Paraprofessional School Personnel, *Staff Utilization, *Teacher Administrator Relationship, Teacher Role, Teacher Salaries

This report gives a brief history of a differentiated staffing (DS) and outlines the major differences between horizontal and vertical differentiation. The Temple City model provides an example of vertical differentiation, while the Top of the World Elementary School plan is given as a model of horizontal differentiation. Obstacles to DS implementation, arising both from the objections of groups of people and from the nature of organizational change, are outlined. The various claims about the cost of DS programs are examined, and the report observes that a DS program could cost about the same as, or a little more than, a conventional program once it is implemented. The report contends also that the shared decisionmaking characteristic of DS programs could strengthen, rather than weaken, the principal's role in a school. A 53-item bibliography is included. (Author)

ED 095 609 EA 006 294
Community Schools. The Best of ERIC Series, No. 2.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date Oct 74
Contract—OEC-0-8-080353-3514
Note—4p.
Available from—ERIC/CEM, University of Oregon 97403 (Free)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Annotated Bibliographies, *Community Education, Community School Directors, *Community Schools, Elementary Schools, School Community Relationship, Secondary Schools, Year Round Schools

This publication presents 22 annotated items from the ERIC collection on community schools. The literature reviewed covers such topics as development of a community education program, the role of the community school director, year-round community schools, financing community education, the community education curriculum, and community education research. (DN)

ED 095 610 EA 006 302
Lutz, Frank W. Caldwell, William E.
The Measurement of Principal Rule Administration Behavior and Its Relationship to Educational Leadership.
Pub Date Apr 74
Note—14p.; Paper presented at American Educational Research Association Annual Meeting (59th, Chicago, Illinois, April 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Behavior Theories, *Educational Research, Factor Analysis, *Leadership Styles, *Organizational Climate, *Principals, School Environment, Teacher Administrator Relationship, Teacher Attitudes
Identifiers—*Rule Administration Behavior

The theoretical and operational relevance of the school principal's rule administrative behavior is described. Lutz and Evans (1968) conducted field studies in six schools to determine if the types of rule administration identified by Gouldner (1954) had similar effects in education. Buttman-type scales were developed and utilized to determine the relationship between the principal's rule administration and his leadership (Lutz and McDaniel, 1972 and Caldwell and Spaulding, 1972). Data on all principals were factor-analyzed. The factors proved both strong and mutually exclusive. Scales were used to determine relationships between organizational variables. (Authors)

ED 095 611 EA 006 334
Protection of Human Subjects: Proposed Policy.
Department of Health , Education, and Welfare, Washington., D.C. Office of the Secretary.
Pub Date 23 Aug 74
Note—12p.
Journal Cit—Federal Register; v39 n165 pp30648-57 Aug 23, 1974, Part III
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Development, *Educational Policy, *Ethics, *Federal Legislation, Grants, *Research Projects
Identifiers—*Human Subject Protection

In the Federal Register of May 30, 1974, regulations were published as Part 46 of Title 45 of the Code of Federal Regulations providing generally for the protection of human subjects involved in research, development, or related activities supported by Department of Health, Education, and Welfare grants or contracts. This notice of proposed rulemaking is published to continue the public dialogue begun in November 1973, when the Director of the National Institutes of Health published draft proposals. These proposed rules cover minors, fetuses, abortuses, prisoners, and the institutionalized mentally disabled. (Author/JF)

ED 095 612 EA 006 336
Seay, Maurice F. And Others
Community Education: A Developing Concept.
Pub Date 74
Note—424p.
Available from—Pendell Publishing Company, P. O. Box 1666, Midland, Michigan 48640 ($9.50)
Document Not Available from EDRS.
Descriptors—*Citizens Councils, Community Colleges, Community Development, *Community Education, Community Involvement, *Community Schools, Counseling, Educational Accountability, Educational Needs, *Educational Planning, Educational Theories, Equal Education, *Interagency Cooperation, Leadership Training, School Community Cooperation, Special Education, Universities

This book presents the process of community education and shows how it can be used to meet real educational needs in any community--urban, rural, small town, or large town. The concept, as defined and explained in this volume, asserts that community education "dares to attempt to achieve a reasonable balance and effective use of all the institutional forces in the education of all of the people." The 11 authors contributing to this volume consider the concept of community education and how it grew, the participants in community education, a theory of community education leadership, leadership training, and the organizational and administrative structure for community education. The roles of advisory councils, community colleges, universities, and professional associations in community education are discussed. Also considered are the roles of art, counseling, special education, and research in community education. (Author/DN)

ED 095 613 EA 006 337
Minzey, Jack D. LeTarte, Clyde E.
Community Education: From Program to Process.
Pub Date 72
Note—275p.
Available from—Pendell Publishing Company, P. O. Box 1666, Midland, Michigan 48640 ($7.95)
Document Not Available from EDRS.
Descriptors—Community Development, *Community Education, Community Involvement, *Community Schools, *Educational Planning, Educational Trends, Personnel Selection, Program Budgeting, *Program Descriptions, *Program Development, School Community Cooperation

This book examines community education programs and case histories and presents ways to implement such programs. It has been written primarily for the educator or administrator but may also be of interest to students, parents, and other citizens interested in improving the community. The authors proceed from the basic premise that "program" is used to describe specific activities; and that "process" deals with involvement and action. A variety of programs are examined, and the details of the community process are described. The book is divided into six sections, each dealing with the practicalities to be observed for achieving success. Topics considered include the community education concept, initiating and developing community education, and staffing. Special emphasis is given to economic considerations. A final section examines the future of community education in America. (Author/DN)

ED 095 614 EA 006 340
Totten, W. Fred
The Power of Community Education.
Pub Date 70
Note—168p.
Available from—Pendell Publishing Company, P. O. Box 1666, Midland, Michigan 48640 ($7.95)
Document Not Available from EDRS.
Descriptors—Adult Programs, Citizen Participation, *Community Education, *Community Schools, Delinquency Prevention, Dropout Rehabilitation, Educational Facilities, Program Descriptions, *School Community Cooperation, *School Community Programs, Urban Education
Identifiers—Flint, *Michigan

Community education is an all inclusive phenomenon functioning in the community to help people of all ages, races, religious and socioeconomic backgrounds to fulfill their learning needs and to aid in the development and improvement of the entire community. The community school can be the leading agent in the implementation of community education. In this book, the innovator of the community school program in Flint, Michigan describes the experiences of participants in that program. Some of the topics discussed include the impact of the program on the solution of social problems, its effects on the prevention and control of crime and delinquency, and individual cases of growth and development. A bibliography is included. (Author/JF)

ED 095 615 EA 006 342
Decker, Larry E.
Foundations of Community Education.

Pub Date 72
Note—85p.
Available from—Pendell Publishing Company, P. O. Box 1666, Midland, Michigan 48640 ($3.50)
Document Not Available from EDRS.
Descriptors—Citizen Participation, Community Development, *Community Education, Community Schools, *Educational Development, *Educational History, Educational Philosophy, Interagency Cooperation, *School Community Cooperation, School Community Relationship, *Success Factors

Community education is an eclectic philosophy which combines many desirable features of educational movements of the past and present. In the United States, its evolution occurred in those periods of educational history when forces favoring a close relationship between the community and school were dominant. Periods of rapid development of community education occurred during the colonial period, the industrial revolution, the great depression, and from the late 1960's to the present. The philosophy of community education is atill evolving as new ideas are tested and new ways are found to reach and help people. For community education to succeed, the social climate in a community should facilitate communication and cooperation among all community citizens, the people of a community should actively participate in making the change, professional educators should view education broadly enough so that the role of education becomes service to all community citizens, and there should be a high level of cooperative rapport among all agencies and organizations who play influencing roles in shaping the individual's lifestyle and that of the community as a whole. (Author/DN)

ED 095 616 EA 006 344
Mitchell, James E. Ellis, W. E.
Forms Management for Management Information Systems for State Educational Agencies. A Position Paper.
Council of Chief State School Officers, Washington, D.C.
Pub Date Jun 74
Note—9p.; Paper commissioned by the Committee on Coordinating Educational Information and the Committee on Evaluation and Information Systems, Council of Chief State School Officers; Dissemination provided by Wisconsin State Department of Public Instruction
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Cost Effectiveness, Data Collection, *Information Dissemination, *Information Needs, Management, *Management Information Systems, Management Systems, Recordkeeping, *Records (Forms), *State Departments of Education, Systems Approach

The role of the State educational agency has shifted from inspections giving and statistics gathering to a new one which finds the agency at the hub of local, State, and Federal information transmittal. This emerging role holds great promise for effective Statewide improvement in education, because relatively new leader-manager expectations of the SEA are beginning to crystallize--especially in the area of information systems. This paper has been prepared to assist State educational agencies that are considering restructuring their operations to better meet the needs for timely information in a cost-effective method. It discusses the alternatives and states a position for the problem areas of forms management and data collection procedures. (Author/WM)

ED 095 617 EA 006 345
Manual for School Visits During Strike Situations. PDE Working Papers.
Pennsylvania State Dept. of Education, Harrisburg.
Pub Date Sep 74
Note—14p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Administrator Guides, Elementary Schools, *School Visitation, Secondary Schools, *State Aid, *State Departments of Education, *Teacher Strikes
Identifiers—*Pennsylvania

In Pennsylvania, the legal duty to reimburse a school district is based on the days of instruction provided by a district and payment only for the actual number of instruction days up to 180. The Department of Education presumes that, during a teacher strike, no days of instruction are being provided. However, should a school board notify the department that it intends to keep its schools open during a strike, the department--in performance of its duty--must make certain that the district's pupils are receiving an adequate education in conformity with the school code and state board regulations. This manual outlines the procedure that the Department of Education would use in fulfilling its statutory duty. (Author/JF)

ED 095 618 EA 006 346
Runkel, Philip J. Schmuck, Richard A.
Findings from the Research & Development Program on Strategies of Organizational Change at CEPM-CASEA.
Oregon Univ., Eugene. Center for Educational Policy Management.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date Sep 74
Note—41p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Change Strategies, *Educational Change, Educational Objectives, *Educational Research, Humanization, *Organizational Change, *Organizational Development, Organizational Effectiveness, Public Schools

In this publication, the authors suggest that the findings reported are sufficiently well supported by evidence to act as useful guides, even if tentatively. The central purpose of the program was to develop a theory and technology for structural and cultural change within the public schools. The program deliberately emphasized both formative and summative evaluations and tried especially to come up with findings that would be helpful to educational practitioners. Along with findings that are of interest to school people and school consultants, the publication also lists findings of interest to other consultants, researchers, and research methodologists. (Author/DN)

ED 095 619 EA 006 347
Stephenson, Robert S.
The Modernity of Sociocultural Context: Its Influence on the Functioning of the Public Schools.
Missouri Univ., Kansas City. Center for the Study of Metropolitan Problems in Education.
Pub Date Jul 74
Note—58p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Academic Achievement, *County School Systems, Educational Status Comparison, Models, *Modernism, Population Distribution, School Community Relationship, School Statistics, *Social Environment, Social Influences, Socialization, *Sociocultural Patterns, Socioeconomic Status, *Statistical Data
Identifiers—*Florida

This paper reviews a number of studies which indicated that the sociocultural context wherein the schools function influences a great many school characteristics. The study was based on the general hypothesis that the structure and functioning of the public schools is influenced by the modernity of the sociocultural context which they serve. Sixty-seven Florida counties and their school systems provided the analytical units of the study. The structural index of modernity was constructed using the attributes of median level of education, proportion of county residents employed in white collar occupations, the percent of families earning over $10,000 per year, and population density. To assess the validity of the general hypothesis, 12 specific hypotheses were developed. These hypotheses focused on relationships between the level of modernity predominating in the social system and selected school district attributes The school district attributes were grouped into: (1) the characteristics of the district's personnel, (2) its financial attributes, and (3) the attributes resulting from the types of orientation instilled in its pupils. Results for nine of the specific hypotheses supported the general hypothesis. The conclusions and implications of the study are discussed and suggestions provided for further research. (Author/MLF)

ED 095 620 EA 006 348
Tracz, George S.
Research into Academic Staff Manpower and Salary Issues: A Selective Bibliography. Educational Planning Occasional Papers No. 73/74-7.
Ontario Inst. for Studies in Education, Toronto. Dept. of Educational Planning.
Report No—Occas-Pap-73-74-7
Pub Date Apr 74
Note—35p.
Available from—Dr. George S. Tracz, Department of Educational Planning, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6 ($2.00)
Document Not Available from EDRS.
Descriptors—*Bibliographies, Educational Planning, *Educational Research, Educational Researchers, Faculty Promotion, Higher Education, *Instructional Staff, *Manpower Development, Manpower Needs, Manpower Utilization, *Salaries, Salary Differentials, Staff Utilization, Systems Approach, Teacher Salaries

The purpose of this bibliography, which contains over 300 references, is to provide information to educational researchers and officials involved in issues related to teaching staff manpower and salaries. The material listed here was collected in the process of initiating and running a large scale systems study on Teacher Cost Models, and of Developing a small scale feasibility study on University Academic Staff Cost Models. The first part of the listing presents material related to the former; the second part covers material related to the latter. (Author)

ED 095 621 EA 006 349
Lavin, Richard J.
A Study of Organizational Alternatives for Chelmsford Public Schools.
Merrimack Education Center, Chelmsford, Mass.
Pub Date Jul 74
Note—32p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Administrative Change, *Administrative Organization, Administrator Role, *Coordinators, *Curriculum, Curriculum Development, *Curriculum Planning, Educational Change, Educational Needs, Organization, Organizational Development, School Districts, School Organization, School Personnel, Work Simplification
Identifiers—Chelmsford, *Curriculum Coordinators, Massachusetts

The focus of this report is on the functions of the curriculum coordinator in the Chelmsford Public Schools. The role of coordinator came into being as a response to a particular set of needs. An analysis of the changing nature of those needs provided a basis for deciding whether the coordinator role should be continued in its present form; continued in a new form; have its component tasks, functions, and relationships divided up and made part of other preexisting or newly created roles; or abandoned totally. The report analyzes the school system's needs for leadership along two dimensions: the changing instructional program and the changing needs of the system's administrative team. It then presents three alternative plans for meeting system needs. Data presented for each plan include the position changes entailed, organization under the plan, qualitative differences, and the budget. A bibliography on school organization and secondary schools is included. (Author/DN)

ED 095 622 EA 006 350
Byers, Bruce B.
A Planning and Budget Management System for Day Care.
Educational Projects, Inc., Washington, D.C.
Pub Date Jun 74
Note—49p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Budgeting, Computer Oriented Programs, Day Care Programs, *Day Care Services, Decision Making, *Educational Planning, Information Needs, Information Systems, Management, *Management Information Systems, Management Systems, Preschool Children, Program Budgeting, Resource Allocations, *Systems Approach

Federal guidelines and pressures for accountability make it essential that more and better

planning management information be made available concerning the delivery of day care services. With the existence of a fully developed and operational system, planning and management of resource allocations can be made that can lead to an improved quality of service offered to more individuals for the same amount of money. In view of the growing concern by society for the conservation of financial resources, a flexible and responsive system for accomplishing accountability is needed. The data included in the system should provide not only for the planning and management needs of the user, but also for those information needs imposed by guidelines and regulations. With the availability of such a system, those individuals responsible for planning and administering the delivery of day care services can have readily available the supporting information required to make "rational" decisions for planning and/or evaluation purposes. (Author/WM)

ED 095 623 EA 006 351
Fitzgerald, R. T.
The Primary School in the Community. A Survey of Teacher, Student and Parent Attitudes. ACER Occasional Paper No. 8.
Pub Date Jun 74
Note—68p.
Available from—Australian Council for Educational Research, P. O. Box 210 Hawthorn, Victoria, Australia 3122 ($2.25)
Document Not Available from EDRS.
Descriptors—Aspiration, Demography, *Educational Objectives, Educational Research, *Elementary School Role, Elementary Schools, Grade 6, *Parent Attitudes, Parent School Relationship, Primary Education, Primary Grades, Questionnaires, *Student Attitudes, Tables (Data), *Teacher Attitudes, Teacher Morale, Teacher Qualifications
Identifiers—*Australia
Three separate but related questionnaires were administered to the primary teachers, students in grade 6, and their parents in a predominantly rural Australian school district, to learn how each of the groups saw the role of the primary school. The study revealed serious differences in attitude between teachers and parents, as well as between teachers and children, about the main purposes of schooling. Most parents and students adhere to the traditional goal of the child acquiring that body of knowledge and skills which will qualify him for later success. However, many teachers see their role in wider and less definite terms. Almost half (46 percent) of the students agree that "much of what schools do is a waste of time," and 60 percent of the students agree that "music, art, and craft should receive more time in the school day." (Author/MLF)

ED 095 624 EA 006 352
Hall, Douglas C. Turnbull, Brenda J.
Use of Innovative Practices: Exploring the Discrepancy Measure as a Tool for Studying Implementation.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date Jul 74
Contract—NE-C-00-3-0109
Note—55p.; A related document is EA 006 353
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Change Strategies, Educational Accountability, *Educational Assessment, *Educational Change, Educational Development, *Educational Innovation, Educational Planning, *Educational Research, Information Dissemination, Information Utilization, Marketing, Models
Identifiers—*Discrepancy Measure, Market Segmentation
This report explores the possibility of using the discrepancy measures to assess the implementation of educational innovations. The discrepancy measure was derived from the decision to segment the educational market, and to select or develop marketing strategies, on the basis of discrepancies between the potential user and the requirements of a product. Discrepancies occur because the nature of the product is incompatible with the nature of the user. The first section of the report considers the discrepancy measure in the general context of implementation assessment and indicates that the measure makes a potential methodological contribution in this area. An analysis of existing data, in the second section of the report, indicates that, even in its present form, the measure generates relatively rich data on implementation and permits a rough classification of different implementation behaviors. A number of modifications which could be made in the measure to make it even more suitable for the collection of implementation data are discussed in the third section of the report. (Author/DN)

ED 095 625 95 EA 006 353
Sikorski, Linda A. Hutchins, C. L.
A Study of the Feasibility of Marketing Programming for Educational R & D Products.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date Jul 74
Contract—NE-C-00-3-0109
Note—75p.; A related document is EA 006 352
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—Change Strategies, Educational Accountability, *Educational Change, Educational Development, *Educational Innovation, Educational Planning, *Educational Research, *Information Dissemination, Information Utilization, *Marketing, Models
Identifiers—*Market Segmentation
This document argues the need for improved procedures for planning educational change. Specifically, it argues for a marketing approach which involves starting with the real needs of a particular population and planning a coordinated set of products and programs to serve those needs. The authors focus on using marketing concepts and techniques to help in situations where educational products already exist. The publication first discusses past beliefs about the approaches to educational change and how these beliefs have led to confidence in the potential usefulness of a marketing approach. Secondly, it reports the results of empirical work done to apply one such marketing concept to educational change--that of market segmentation. The application of the market segmentation concept to educational dissemination and utilization assumes that the market for educational innovations is heterogeneous, and further, that variables can be found which meaningfully divide the market into homogeneous subgroups which are expected to respond differently to marketing efforts. A discrepancy model is divided for use as a basis for market segmentation and as a guide for market selection and marketing strategy development. (Author/DN)

ED 095 626 EA 006 354
Status and Projections of the Quinmester Program, April, 1974.
Dade County Public Schools, Miami, Fla.
Pub Date Apr 74
Note—22p.; A related document is ED 071 168. Prepared by the Division of Elementary and Secondary Education
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Early Childhood Education, Elementary Schools, *Program Descriptions, School Calendars, *School Schedules, Secondary Schools, *Semester Division, *Year Round Schools
Identifiers—Florida, *Quinmester Program
This report is designed to provide the Dade County, Florida school board with an overview of the present status of the secondary quinmester program, an overview of the elementary quinmester program, and the projected plans for the continued development of the elementary quinmester program. (Author)

ED 095 627 EA 006 359
Roberts, Charles T.
Classifications and Standard Terminology for Local and State School Systems, 1974. State Educational Records and Reports Series: Handbook 4, Revised.
National Center for Educational Statistics (D-HEW/OE), Washington, D.C.
Report No—DHEW-OE-74-314
Pub Date 74
Note—140p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 1780-01321, $1.75)
EDRS Price MF-$0.75 HC-$6.60 PLUS POSTAGE
Descriptors—Administrator Guides, *Classification, *Data Collection, Decision Making, Information Storage, Information Systems, Information Utilization, Intermediate Administrative Units, *Personnel Data, Private Schools, Public Schools, Recordkeeping, Records (Forms), *School Personnel
The handbooks in the Office of Education State Educational Records and Reports series have been designed to facilitate the collection and maintenance of data for decisionmaking at the local level and the reporting of educational information to others. Described first in this publication is a program structure for a local education agency which combines with the information in the handbook series to form the basis for development of the program aspects of an educational information system. The author then considers some of the general factors involved in organizing and using a staff information subsystem, and provides a list of data elements about staff members, organized into a detailed classification structure. Definitions for these data elements are provided in a subsequent section. The closing chapter defines some useful staff measures and suggests examples of ratios, rates, and quantitative units. (Author)

ED 095 628 EA 006 360
Foster, Betty J.
Statistics of Public Elementary and Secondary Day Schools, Fall 1973.
National Center for Educational Statistics (D-HEW/OE), Washington, D.C. Elementary and Secondary Surveys Branch.
Report No—DHEW-OE-74-155
Pub Date 74
Note—47p.; A related document is ED 083 688
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 1780-01319, $0.85)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Elementary Education, *Elementary Schools, Expenditure Per Student, Government Publications, National Surveys, Public Schools, School Maintenance, *School Statistics, Secondary Education, *Secondary Schools, *Student Enrollment, Student Teacher Ratio, Tables (Data), Teacher Salaries
This report presents fall 1973 basic educational data on all free public elementary and secondary day schools in the United States, the District of Columbia, and the outlying areas under U. S. jurisdiction. Included are national trend data since fall 1969 on selected items of information. Detailed data, by State or other area, are also provided on the numbers of local school districts, staff, and pupils in fall 1973 as well as for the 1973-74 school year, the estimated expenditures for school maintenance and operation, and the average salaries paid to instructional staff. Data on the numbers of public elementary and secondary day schools for school year 1972-73 are also included. Most of the data also are shown separately for the 20 most populous cities. (Author)

ED 095 629 EA 006 361
Discipline in the Classroom. Revised Edition.
National Education Association, Washington, D.C.
Pub Date 74
Note—88p.
Available from—National Education Association Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 381-11878, paper; $2.50)
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—Behavior Change, Behavior Problems, *Class Management, Classrooms, *Classroom Techniques, Curriculum, Curriculum Development, *Curriculum Enrichment, *Discipline, Discipline Policy, Elementary Schools, Humanization, Secondary Schools, Student Behavior, Student School Relationship, *Student Teacher Relationship, Teacher Behavior, Teaching Styles
The articles in this booklet reflect a broad spectrum in their approach to discipline and the teaching process. Even though discipline is now called classroom control, these articles indicate that some educators question the desirability of

precise prescription in the classroom. Running through the articles is a common thread: discipline is less of a problem when the instructional content and process are interesting and relevant, constitute stimulating activities, and arouse natural curiosity. Since, as many of the articles point out, what constitutes meaningful curriculum or stimulating activities for one student may be irrelevant for another, the matter of motivating individual students appears to be the critical problem. However, since some students become discipline problems despite meaningful curriculum, other approaches are suggested. These approaches range from an attempt to match a teacher's teaching style to a student's learning style, to a strict behavior modification where the forms of behavior--and not the attitudes behind behavior--are the primary concern. (Author/JF)

ED 095 630 EA 006 362

Rioux, J. William Sandow, Stuart A.

Children, Parents and School Records.

Pub Date 74

Note—313p.

Available from—National Committee for Citizens in Education, Suite 410, Wilde Lake Village Green, Columbia, Maryland 21044 ($3.50)

Document Not Available from EDRS.

Descriptors—*Confidentiality, *Confidential Records, Counselors, Court Cases, Elementary Schools, Parent Participation, Parent School Relationship, Secondary Schools, *State Legislation, *State Surveys, *Student Records, Student Rights

Schools must keep basic records about children. Names, addresses, birthdates, courses taken, and grades received must be recorded for review by teachers, counselors, college admission officers, employers, and others. Problems begin to form around what different people in various places define as a record, what entries should be made into it, who should see it, and who should not see it. The authors express the concern that the school recordkeeping system is presently loose, unsupervised, and often unclear. To provide an insight into the conditions that exist in each State, the Authors have organized a State-by-State analysis of legislative and regulatory provisions concerning student records. Case histories provide examples of some of the difficulties that might arise when the right to privacy is not protected and when parents are barred from access to school records. In another section of the book, the authors analyze the source of parental rights and responsibilities in law, citing relevant cases and arguing those legal points which give schools their authority to work with the child and parents the responsibility to involve their child in schooling. A large appendix provides information about the laws in each State--how they have been written, who administers them, who can change them, and who may be interested in working to change them. (Authors/JF)

ED 095 631 EA 006 363

A Comparison of Priority Objectives Selected by Local Districts: 1973-74 School Year. [New Mexico].

New Mexico State Dept. of Education, Santa Fe. Evaluation, Assessment, and Testing Unit.

Pub Date 74

Note—33p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*Cognitive Objectives, Communication Skills, *Educational Assessment, Elementary Schools, *Evaluation Methods, Mathematics, *School Districts, Science Education, Secondary Schools, Social Sciences, *Testing

As part of the objective-based component of the Statewide Evaluation and Assessment Program, New Mexico school districts have selected local priority objectives for the past 3 years. As a means of assessing the districts' progress toward achieving these objectives, objective-based measures for the most frequently chosen objectives are administered in each district in the spring semester of the school year. In a continuing effort to keep the public informed of the current activities within the Statewide evaluation effort, this document has been prepared to explain the manner in which school districts select and rate specific basic cognitive skill objectives, describe any Statewide trends relating to the objectives being selected as priorities, and provide the reader with a summary of this year's priority goals as compared to those of the previous year. (Author/JF)

ED 095 632 EA 006 364

Year-Round Schools.

National Education Association, Washington, D.C. Div. of Instruction and Professional Development.

Pub Date May 74

Note—64p.; Separate enclosures Nos. 3 and 4 listed in Table of Contents have been omitted because of copyright restrictions

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—Educational Assessment, Educational Needs, Educational Planning, *Program Evaluation, School Calendars, School Schedules, Teacher Associations, *Teacher Attitudes, Teacher Employment, Teacher Salaries, *Teacher Welfare, *Year Round Schools

This publication was developed in response to inquiries received from teachers and association leaders about the effect of a year-round school schedule on the livelihood and working conditions of teachers. It is intended to assist association leaders who deal with the problems related to (1) local negotiations or policy agreements for the membership, (2) helping leaders participate effectively with the local education authority in planning year-round schedules, (3) providing information that the individual member can use for an understanding of how year-round schools operate and what options exist in the various year-round plans, and (4) directing attention to ways in which year-round schooling can help provide improved programs for students. The publication includes a list of school districts which have, in whole or in part, changed to year-round schools. Also included are policy and caution statements from the California Teachers Association and the New Jersey Education Association, as well as an annotated bibliography on year-round schools. (Author/DN)

ED 095 633 88 EA 006 365

Manji, Ashraf S., Ed.

Educational Facilities Planning in Chicago: Selected Case Studies.

Chicago Board of Education, Ill.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No—BR-71-7619

Pub Date 74

Grant—OEG-5-71-0078(290)

Note—195p.; A related document is ED 088 213

Available from—Center for Urban Educational Planning, Chicago Public Schools, 28 E. Huron Street, Chicago, Illinois 60611 (Free, while the supply lasts)

EDRS Price MF-$0.75 HC-$9.00 PLUS POSTAGE

Descriptors—Buildings, Case Studies, Citizen Participation, Computer Programs, *Decision Making, *Design Needs, *Facility Planning, Human Engineering, Political Influences, Programing, School Demography, Simulation, *Site Selection, Social Influences, Standards, *Urban Schools

Identifiers—Delphi Technique, Elementary Secondary Education Act Title III, ESEA Title III, Project SIMU School

This monograph provides a documentation of some recent case studies pertaining to educational facilities planning in Chicago. It represents the endeavors of experts from a variety of disciplines, each of whom has investigated a specific aspect of the facility planning problem in Chicago. The studies reflect methodological advance as well as empirical results, and as such should be of use to professional educational facility planners and college students interested in problems of urban educational planning. The individual studies are grouped in three parts under topical headings of (1) Locational Analysis for Facility Planning, (2) Design Criteria for Individual Facilities, and (3) Sociopolitical Influences in Facility Decisions. A 14-item publications list is included. (Author/MLF)

ED 095 634 EA 006 366

Golladay, Mary A. And Others

Development of a Descriptor for Individualized Instruction.

Wisconsin Univ., Madison. Center for the Analysis of Individualized Instruction.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 74

Grant—OEG-0-72-1254

Note—32p.; Paper presented at American Educational Research Association Annual Meeting (59th, Chicago, Illinois, April 1974). A related document is ED 084 861

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*Classification, Educational Research, Elementary Grades, Individual Instruction, *Individualized Instruction, *Individualized Programs, Instructional Programs, *Program Descriptions, Secondary Grades, *Subject Index Terms

Identifiers—*Descriptor for Individualized Instruction

Providing an education that meets the needs of individual learners has generated a variety of programs to individualize instruction. This variety has motivated the development of a descriptor to relate features of instructional programs which offer individualization. This descriptor identifies, quantifies, and graphically represents the significant dimensions of a program's individualization. During the development of the descriptor, a preliminary version was field tested at 15 sites with programs in mathematics, reading, and teacher education. The utility of the descriptor was examined for purposes of description, comparison, and development. The descriptor proved to contribute to communication, dissemination, and development regarding individualization. (Author)

ED 095 635 EA 006 367

Coffing, Richard T. And Others

Self-Instructional Module for Learning the Hutchinson Method of Operationalizing a Goal or Intent.

Massachusetts Univ., Amherst. School of Education.

Pub Date Jun 71

Note—18p.; A related document is EA 006 309

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Autoinstructional Aids, *Behavioral Objectives, Decision Making, *Educational Objectives, *Evaluation, Evaluation Criteria, Formative Evaluation, Instructional Materials, *Measurement, Objectives, Performance Criteria, Program Evaluation, Systems Analysis, Task Analysis

Identifiers—*Operationalization of Fuzzy Concepts

The purpose of this module is to help educators learn how to break down a goal into its directly observable component parts. These parts of the goal can then be used as evaluative criteria for measuring accomplishment of the goal. The procedure is a new method for operationally defining goals and is a specific application of a general method called the Hutchinson Operationalization of Fuzzy Concepts. This workbook has been designed for a "reading and doing" genre of learning. However, learners who prefer the "learning by listening and doing" method can select Option B--an audio cassette for use with an audio workbook. The Option B materials are not included, but can be ordered separately from the authors. (Author/WM)

ED 095 636 EA 006 368

Friedberg, M. Paul

Playgrounds for City Children.

Association for Childhood Education International, Washington, D.C.

Report No—Bulletin-27-A

Pub Date 69

Note—60p.

Available from—Association for Childhood Education International, 3515 Wisconsin Avenue, N. W., Washington, D. C. 20016 ($1.50, payment must accompany orders less than $5.00)

EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Childhood Needs, Found Spaces, *Inner City, *Play, Playground Activities, *Playgrounds, Recycling, *Toys, *Urban Renewal

Identifiers—*Creative Play

The work of a contemporary landscape architect is a living realization of the possibilities for increasing children's learning by improving play environment. The designer's philosophy and photographs of six playgrounds are contained in this bulletin, directed wherever there is need to make parks and school playgrounds open, aesthetic, and welcoming places for children to

live and play. (Photographs may reproduce poorly.) (Author/MLF)

ED 095 637 EA 006 369
Principles of Site Development: Elementary Schools K-6. Revised.
Ontario Dept. of Education, Toronto. School Business and Finance Branch.
Pub Date 73
Note—43p.; Prepared by Architectural Services-Planning
Available from—Ontario Government Book Store, 880 Bay Street, Toronto, Ontario M5S 1Z8 ($2.00, checks payable to Treasurer of Ontario. Payment must accompany order)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Design Needs, Elementary Schools, Environmental Influences, Landscaping, Land Use, *Outdoor Education, Physical Education, Play, *School Location, *School Planning, Shared Facilities, *Site Development, *Site Selection, Spatial Relationship, Traffic Patterns
Identifiers—Canada, Ontario
The objective of this publication is to focus attention on the various aspects of school programs that relate to outdoor use, and to determine how the site might be structured to meet the school's educational and traffic flow requirements. Subjects discussed include the integration and organization of community and school facilities in order to reduce land and development costs; site selection criteria that indicate the type of site best suited to fulfill school needs; various site uses and their relationship to each other; and site requirements. The guide contains design criteria that illustrate the problems related to school sites including pedestrian and vehicular movement, parking, visual space, lighting, planting, other landscape elements, consideration of factors relating to maintenance, and the design principles involved in the solution of these problems. (Author/MLF)

ED 095 638 EA 006 370
Electrical Work in Schools.
Ontario Dept. of Education, Toronto. School Business and Finance Branch.
Pub Date 73
Note—21p.; Prepared by Architectural Services-Planning
Available from—Ontario Government Book Store, 880 Bay Street, Toronto, Ontario M5S 1Z8 ($2.00, checks payable to Treasurer of Ontario. Payment must accompany order)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Climate Control, *Electrical Systems, *Electric Circuits, *Electricity, Fire Protection, Illumination Levels, Lighting, *Lighting Design, *School Planning
Identifiers—Canada, Ontario
Most buildings rely on electricity for lighting, power, signals, and other communications. Electric energy is also used for heating and year-round thermal conditioning of spaces. Its ease of transmission, simple control and measurement, and relative safety make it a useful source of energy. This publication is intended to provide those persons responsible for the provision and operation of educational facilities with a general description of the present state of accepted electrical design for schools and to give some indication of future trends. (Photographs may reproduce poorly.) (Author)

ED 095 639 EA 006 371
Hoy, Wayne K. And Others
Machiavellianism in the School Setting: Teacher-Principal Relations. Final Report.
Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
Bureau No—BR-2-B-090-FR
Pub Date Sep 73
Grant—OEG-2-2-2B090
Note—120p.
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—Administrative Principles, *Administrator Attitudes, *Administrator Role, *Authoritarianism, Educational Research, Elementary Schools, Interpersonal Relationship, Occupational Mobility, Organizational Climate, Politics, Power Structure, *Principals, Secondary Schools, *Teacher Administrator Relationship, Teacher Attitudes
Identifiers—*Machiavellianism
The purpose of this research was to explore the relationships between Machiavellian orientations of elementary and secondary school principals and aspects of teacher-principal relations. Data were collected from faculty members and principals in 40 elementary and 40 secondary schools in New Jersey. A set of hypotheses and research questions was tested using analysis of variance and correlational techniques. The Machiavellian orientation of principals was not significantly related to the prinicpal's behavior in terms of initiating structure, consideration, authoritarianism, emotional detachment; nor was it related to openness (or closedness) of school climate, teacher loyalty to the principal, teacher loyalty to the school, or teachers' rating of the effectiveness of the principal. Machiavellianism of principals, however, was found to be significantly related to job mobility. Contrary to the findings of the experimental research on Machiavellianism, the expected relationships between Machiavellian orientations of principals and teacher-principal interactions were generally not found in the school setting. (Author)

ED 095 640 EA 006 372
Kirst, Michael W.
Future Directions for School Finance Reform.
Pub Date 26 Nov 73
Note—11p.; Paper presented at the National Symposium on State School Finance Reform (Washington, D.C., November 26, 1973)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Educational Accountability, *Educational Finance, *Educational Trends, *Equal Education, Equalization Aid, *Finance Reform, Foundation Programs, Property Taxes, *School Taxes, *State Federal Aid, Tax Effort, Tax Rates, Tax Support
This paper examines previous changes in school finance reform, makes some future projections about the direction finance reform might go, and indicates what strategies seem particulary effective. It begins at the Federal level by taking a look at the overall Federal budget picture and its implications for the Federal role. The author proposes that the Federal Government monitor expenditure disparities caused by differences in school district wealth rather than differences caused by free local choices of tax rates or differential funding for disadvantaged pupils. At the State level, the author sees that one fundamental factor in State school finance reform is that overall State treasuries remain very much in surplus. Trends in finance reform in the last 2 years indicate that: (1) States with the most thoroughgoing reform are for the most part those without large city school districts; (2) there is a lack of massive property tax relief in reform measures; and (3) State court suits have continued to be crucial to reform efforts. Specific reforms in certain States are discussed. Some school finance issues have made little progress because of no real good data on different costs of education for pupils with special needs; no linking of finance plans to accountability; unresolved adjustments in State formulas for big cities; a lack of information about the full impact of capacity equalization; and little empirical evidence to define or measure "local" control. (Author/DN)

ED 095 641 EA 006 373
Report on the Education of Elementary and Secondary Teachers in Ontario: Facilities, Organization, Administration. Committee on the Costs of Education. Interim Report No. 1.
Ontario Executive Council, Toronto.
Pub Date Feb 72
Note—131p.; Related documents are EA 006 374-376
Available from—Ministry of Education, 21st Floor, Mowat Block, Queen's Park, Toronto M7A 1M1 Ontario
EDRS Price MF-$0.75 HC-$6.60 PLUS POSTAGE
Descriptors—Catholic Schools, Educational Economics, *Educational Facilities, *Educational Finance, Elementary School Teachers, *Enrollment Projections, Organization, Program Costs, Schools of Education, Secondary School Teachers, Student Costs, Student Enrollment, Student Teacher Ratio, Tables (Data), *Teacher Education, *Teachers Colleges, Teacher Supply and Demand
Identifiers—Canada, Ontario
In this publication, the committee reports on a study made of teacher education programs and makes a number of comments and recommendations concerning the number of new graduates from the teacher education institutions required to meet the staffing needs of the elementary and secondary schools; the number, suitability, and adequacy of the facilities for teacher education; the broad organizational arrangements for the conduct of teacher education; and some comments on the costs associated with some of the programs as they exist and as they might be. These comments and recommendations are set out in brief and concise terms. The introduction contains the background and the projections on which the authors based their thinking. Additional supporting information and data about each teacher education institution in Ontario are contained in the appendixes. (Author/MLF)

ED 095 642 EA 006 374
School Building Programs. Committee on the Costs of Education. Interim Report No. 2.
Ontario Executive Council, Toronto.
Pub Date Oct 72
Note—143p.; Related documents are EA 006 373-376
Available from—Ministry of Education, 21st Floor, Mowat Block, Queen's Park, Toronto M7A 1M1, Ontario
EDRS Price MF-$0.75 HC-$6.60 PLUS POSTAGE
Descriptors—*Capital Outlay (for Fixed Assets), Catholic Schools, Construction Costs, Educational Economics, *Educational Facilities, *Educational Finance, Elementary Schools, *Enrollment Projections, Facility Utilization Research, Public Schools, *School Construction, School Planning, Secondary Schools, Space Utilization, Student Enrollment, Tables (Data)
Identifiers—Canada, Ontario
This report concerns the capital building programs and their costs. Comments and recommendations are made concerning enrollment projections and their bearing on the need for additional school accommodation, utilization of existing accommodation, procedures for approval of capital building projects, and financing capital building programs. Findings, conclusions, and recommendations are summarized in the first chapter of the report. The supporting information and data are provided in the more detailed statements in succeeding chapters. (Author/MLF)

ED 095 643 EA 006 375
Pupil Transportation. Committee on the Costs of Education. Interim Report No. 3.
Ontario Executive Council, Toronto.
Pub Date May 73
Note—119p.; Related documents are EA 006 373-376
Available from—Ministry of Education, 21st Floor, Mowat Block, Queen's Park, Toronto M7A 1M1, Ontario
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—Catholic Schools, Commuting Students, Cost Effectiveness, Educational Economics, *Educational Finance, Elementary Schools, *Expenditure Per Student, *Program Costs, Public Schools, *School Buses, Secondary Schools, *Student Transportation, Traffic Safety
Identifiers—Canada, Ontario
A study was made to determine the extent of the need for transportation, the efficiency with which school bus routes are designed, the quality of the service, the administrative provisions and procedures to deliver the service, and the methods of financing the cost. Findings, conclusions, and recommendations are summarized in the first chapter of the report. The supporting information and data are provided in the more detailed statements in succeeding chapters. (Author/MLF)

ED 095 644 EA 006 376
Goals, Alternatives, Priorities, Implementation, Evaluation, Adjustment, Revised Goals. Committee on the Costs of Education. Interim Report No. 4. Part I: Planning. Part II: Demographic Influences on School Enrollment.
Ontario Executive Council, Toronto.
Pub Date Feb 74
Note—189p.; Related documents are EA 006 373-375

Available from—Ministry of Education, 21st Floor, Mowat Block, Queen's Park, Toronto M7A 1M1, Ontario
EDRS Price MF-$0.75 HC-$9.00 PLUS POSTAGE
Descriptors—Birth Rate, Catholic Schools, Census Figures, Demography, Educational Economics, *Educational Finance, *Educational Planning, Elementary Schools, Enrollment Projections, *Goal Orientation, Migration, Population Trends, Public Schools, *School Demography, School Planning, Secondary Schools, *Student Enrollment
Identifiers—Canada, Ontario
In the first part of this publication, the committee states the actions believed essential for effective comprehensive planning of education in the province. It argues that more attention should be given to the determination of goals and expectations, the development of programs designed to achieve the goals, the establishment of priorities among programs, the formulation of strategy for implementation, the allocation of resources of money and personnel, and the evaluation of the results. In the second part, the committee applies certain demographic factors to, and shows the effect of other influences on, school enrollment. Forecasts of enrollment are provided at each of the elementary and secondary school levels for the province as a whole. The first chapter contains a summary of findings, conclusions, and recommendations. The subsequent chapters contain more detailed background and data to support and justify the content of the first chapter. (Author/MLF)

ED 095 645 88 EA 006 378
Facilitating Learning Through Systems Modification. Planning-Operational Year July 1, 1972 to June 30, 1973. Second Interim Evaluation Report.
Cape Girardeau School District 63, Mo.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Missouri State Dept. of Education, Jefferson City.
Bureau No—35-71-02-1
Pub Date 1 Jul 73
Note—136p.; A related document is ED 082 285
EDRS Price MF-$0.75 HC-$6.60 PLUS POSTAGE
Descriptors—*Educational Change, Educational Innovation, High Schools, Information Dissemination, *Inservice Teacher Education, Program Descriptions, *Program Evaluation, Questionnaires, *Schedule Modules, School Calendars, School Community Relationship, School Organization
Identifiers—*Cape Girardeau Project, Elementary Secondary Education Act Title III, ESEA Title III
During its first year 1972-73, the project was concerned with total implementation of an innovative plan for scheduling high school classes--the Trimester/Modular Scheduling Plan and inservice education for teachers to help them update their teaching strategies and adapt them to the classtime allotments of the new scheduling plan. Four of the seven objectives established for the project, those dealing with implementation of the Trimester/Modular Scheduling Plan, with the attitudes and achievement of students, and with the acceptance of the scheduling plan by teachers, were achieved. The two objectives for inservice teacher education and the objective for acceptance of the innovative schedule by parents were not achieved. The document reports on the dissemination of information concerning the project, describes the trimester/modular scheduling plan, and presents the 1972-73 master schedule for classes. Reports and opinion questionnaires from various project participants and the community are also included. (Pages 48-58 and appendixes C-I may reproduce poorly.) (Author/DN)

ED 095 646 EA 006 379
Leadership for Improving Instruction: Yearbook 1960.
Association for Supervision and Curriculum Development, Washington, D.C.
Pub Date 60
Note—208p.
Available from—Association for Supervision and Curriculum Development, Suite 1100, 1701 K Street, N.W., Washington, D.C. 20006 (Stock Number 610-17454, $4.00. Quantity discounts, payment must accompany order)
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—Administrator Role, Bibliographies, *Curriculum Development, Educational Change, Group Dynamics, Guidance Personnel, Inservice Programs, *Instructional Improvement, *Leadership, *Leadership Qualities, *Leadership Training, Principals, School Superintendents, Teachers
Identifiers—Curriculum Consultants
Educational leadership is designed as that behavior among individuals or groups which causes both the individuals and the groups to move toward educational goals that are increasingly mutually acceptable to them. Democratic leadership is situation and goal centered and is a function of the interaction of persons whose uniqueness is respected and whose contributions are nurtured. This book gives much attention to emerging leaders, whether they be teachers, curriculum consultants, superintendents, principals, or guidance specialists. All individuals and groups have leadership potential and exhibit leader behavior to some degree. Official leadership assignments may either enhance or reduce the effectiveness of leader behavior. Much attention is given, therefore, to the ways in which the official leader may increase his effectiveness through achieving a mutuality of goals and group solidarity. (Author/WM)

ED 095 647 EA 006 380
Balance in the Curriculum: Yearbook 1961.
Association for Supervision and Curriculum Development, Washington, D.C.
Pub Date 61
Note—204p.
Available from—Association for Supervision and Curriculum Development, Suite 1100, 1701 K Street, N.W., Washington, D.C. 20006 (Stock Number 610-17274, $5.00. Quantity discounts, payment must accompany order)
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—*Curriculum Design, *Curriculum Development, *Curriculum Planning, Curriculum Problems, Decision Making, *Educational Change, Elementary School Curriculum, High School Curriculum, Learning Processes, Relevance (Education), School Organization, Teaching Methods
Identifiers—*Curriculum Balance
The existing curriculum, geared to the past generation, no longer fits the times. The context is sufficiently changed to require a changed curriculum. It is not clear what the changes will be, although some elements appear likely to endure, such as a new conception of intellectual development reflected in reconceived subject matter; a reexamination of the teacher's function; a considerable increase in the breadth of educational materials; greater flexibility and variation in school organization and in a student's progress through school; a considerably increased sophistication of testing procedures; and more and better school guidance. Generally speaking, curriculum designers want the curriculum to respect intellectual, humane, and social considerations. The authors of this volume have attacked the knotty problem of reducing these generalities to specific and disciplined formulations. Written by 12 authors, the comments represent several points of view held by curriculum workers. (Author/DN)

ED 095 648 EA 006 381
Frazier, Alexander, Ed.
New Insights and the Curriculum: Yearbook 1963.
Association for Supervision and Curriculum Development, Washington, D.C.
Pub Date 63
Note—336p.; Prepared by ASCD 1963 Yearbook Committee
Available from—Association for Supervision and Curriculum Development, Suite 1100, 1701 K Street, N.W., Washington, D.C. 20006 (Stock No. 610-17548, $6.00. Quantity discounts. Payment must accompany order)
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—*Curriculum, *Curriculum Development, Elementary Education, Secondary Education, *Supervision, *Yearbooks
In this yearbook, a group of scholars have written articles designed to present new insights into curriculum development and to push thinking beyond traditional frontiers. Each writer has placed emphasis on those facets of his field which he deems most significant. Paired with each of these presentations is a chapter in which a curriculum specialist or any other educator examines the professional implications. Some of the subjects covered by the presentations include (1) developing potentiality, (2) new concepts of knowledge, (3) self-management capacities in children, (4) new modes of man's relationship to man, (5) gaining freedom of value choice, (6) new insights and approaches to citizenship, and (7) creative vision and expression. (Editor/JF)

ED 095 649 EA 006 382
Doll, Ronald C., Ed.
Individualizing Instruction.
Association for Supervision and Curriculum Development, Washington, D.C.
Pub Date 64
Note—181p.; Prepared by ASCD Yearbook Committee
Available from—Association for Supervision and Curriculum Development, Suite 1100, 1701 K Street, N.W., Washington, D.C. 20006 (Stock Number 610-17264, $4.00. Quantity discounts, payment must accompany order)
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—*Curriculum, Discovery Learning, *Individualized Instruction, Questioning Techniques, *Student Teacher Relationship, *Teaching Methods, *Yearbooks
Identifiers—*Inquiry Approach
This yearbook focuses on the person-to-person relationship between teacher and learners. The contributing authors discuss the uses of subject matter and processes which help teachers find individual learners in groups. The book argues that the child must be involved as a partner in inquiry and in shaping content. (JF)

ED 095 650 EA 006 383
A Financial Program for Today's Schools. Proceedings of a National Conference on School Finance (7th, Chicago, Illinois, April 5-7, 1964).
National Education Association, Washington, D.C. Committee on Educational Finance.
Pub Date Apr 64
Note—159p.
Available from—National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036 ($3.00 Quantity discounts, Payment must accompany order)
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—Board of Education Role, Educational Economics, *Educational Finance, *Educational Legislation, *Finance Reform, Financial Problems, *Political Influences, Politics, *School Support, School Taxes, *State Federal Aid, State Federal Support, State School District Relationship, Tax Support, Teacher Role
The conference dealt with several aspects of the finance problems, such as the theoretical and technical aspects of school finance program design, the development of theory and techniques for working with legislative bodies and with the electorate on school support proposals, and the development of a sound partnership among the governmental units that share the responsibility for school support. The 18 papers which comprise this volume are grouped under four major headings. The first group of papers concern themselves primarily with an identification of the fiscal problems of today's schools. The next group of authors discuss the fiscal structure of schools. The political processes of working with State and local legislative bodies are examined next by a third group of authors. This section also includes papers that deal with an identification of the roles of teachers and school boards in this process. Two final papers outline the structure of intergovernmental fiscal cooperation. (Author/DN)

ED 095 651 EA 006 384
Open House in Your School: A Guide to Planning and Conducting an Effective School Open House.
National Education Association, Washington, D.C.
Pub Date 73
Note—23p.
Available from—NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 051-02238, $1.50)

EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—Demonstrations (Educational), Exhibits, *Parent School Relationship, Planning, Program Development, *Public Relations, *School Community Cooperation, *School Community Relationship, Student Participation
Identifiers—*Open House, Publicity
The open house can be one of the most lively and interesting means of acquainting a community with its schools. Its unique character makes possible person-to-person contact with many individuals. Handled properly, the open house can encourage and strengthen school-community cooperation all through the year. It can increase public understanding and appreciation of education; explain the school program; increase pupil appreciation of their schools; and reveal needs, achievements, and problems. The successful open house involves careful planning, program development, publicity, and followup activities. (Author/MLF)

ED 095 652 EA 006 385
State Superintendent of Education: State of South Carolina. 1972-1973 Annual Report (105th).
South Carolina State Dept. of Education, Columbia.
Pub Date 73
Note—347p.
EDRS Price MF-$0.75 HC-$16.20 PLUS POSTAGE
Descriptors—Educational Finance, *Educational Programs, Elementary Schools, *Program Descriptions, *Program Evaluation, Secondary Schools, State Aid, State Boards of Education, State Departments of Education, State Legislation, *State Programs, *Statistical Data
Identifiers—*South Carolina
This report is presented in three major sections: Instruction, Administration and Planning, and Finance and Operations. These sections provide general descriptions of the various programs. The greater part of the document is given over to a presentation of appropriate statistical tables and charts and financial breakdowns in a separate section. (JF)

ED 095 653 EA 006 386
Fuhrman, Susan H.
Local Control: Fear or Fantasy. A Report of the New Jersey Education Reform Project.
Greater Newark Urban Coalition, N.J.
Spons Agency—National Urban Coalition, Washington, D.C.
Pub Date Apr 74
Note—18p.
Available from—Larry Rubin, Research Director, New Jersey Education Reform Project, Greater Newark Urban Coalition, Inc., 24 Commerce Street, Suite 605, Newark, New Jersey 07102 ($1.00)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Educational Finance, *Equalization Aid, *Finance Reform, *School District Autonomy, School Districts, School Taxes, *State Aid, State Legislation, *State School District Relationship
Today local control over education seems to face the most serious challenge in its history. The movement to reform school finance raises the specter of the State assuming its formal consitutional powers and removing autonomy from the communities. Hence, it is argued, as the State takes over control of taxation and expenditures it will want to assure accountability for its dollars by becoming heavily involved in all educational decisions from curriculum to personnel to determination of snow days. This paper argues that the question of financial reform need only affect the revenue raising aspects of local control, and State inroads into fiscal support may only be partial at that. The author contends that local districts are already restricted in their options in the present financial context of heavy dependence on local taxation. The factors presently limiting autonomy are examined. (Author/JF)

ED 095 654 EA 006 387
Coffing, Richard T. Hutchison, Thomas E.
Needs Analysis Methodology: A Prescriptive Set of Rules and Procedures for Identifying, Defining, and Measuring Needs.
Pub Date Apr 74
Note—41p.; Paper presented at American Educational Research Association Annual Meeting (59th, Chicago, Illinois, April 1974)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Decision Making, Educational Accountability, *Educational Assessment, *Educational Needs, *Educational Research, Identification, Methodology, Needs, Relevance (Education), *Student Needs
Identifiers—*Needs Assessment
This paper reports briefly on some recent efforts to find a process for delineating people's needs as a basis for establishing criteria in designing and evaluating educational services. The paper is designed to help educational decision-makers learn how to get useful information about needs. The authors have tentatively identified a class of problems, the solution to which appears to require the invention of some decision rules and procedures. A set of such rules and procedures called "Needs Analysis Methodology" has been developed. The paper indicates one of the basic concepts and design characteristics of Needs Analysis Methodology at a point in time. It reviews some concepts that have been guiding the developmental effort and describes the general framework or design methodology. References and appendixes extend and illustrate the discussion contained in the body of the paper. (Parts of Appendix C may reproduce poorly.) (Author/DN)

ED 095 655 EA 006 388
Sharing Educational Success: A Guide for Adoption/Adaption.
George Washington Univ., Washington, D. C. National Advisory Council on Supplementary Centers and Services.
Pub Date 22 Mar 74
Note—74p.; Paper prepared as draft for ESEA Title III Conference (Arlington, Virginia, April 1974). Appendix D is not currently available
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*Adoption (Ideas), *Diffusion, Guides, *Information Dissemination, *Information Utilization, *Models
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *User Needs
A critical task facing educators is that of uniting those schools that have need of a successful solution to a specific problem with those schools that already have produced such a solution. This guide suggests how practitioners might pursue the problem of sharing educational success in their State. Included are a brief summary of how adoption/adaption might occur, observations on the roles and functions of the originator of a successful practice (the "producer") and the potential "-consumer" who has need of a solution to an identified educational need, as well as the individual or agency (the "linker") that brings the two together. The process defined for the sharing of education success is referred to as the "-Producer-Linker-Consumer" (P-L-C) strategy. The P-L-C strategy is not intended to be a model, but rather a starting place or a generator of ideas for the practitioner. More help is available from several State educational agencies that are willing to share materials, guides, and other documents about their dissemination/diffusion systems. These tools and agencies are listed in the appendix. (Author/JF)

ED 095 656 EA 006 389
Magoon, A. J. And Others
Critique of the Delaware Educational Assessment Accountability Model.
Pub Date Apr 74
Note—9p.; Paper presented at American Educational Research Association Annual Meeting (59th, Chicago, Illinois, April 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Educational Accountability, *Educational Assessment, *Educational Research, *Models, Opinions, Parent Attitudes, Resource Allocations, *State Surveys, Teacher Attitudes
Identifiers—*Delaware
The Delaware Educational Assessment Program accountability model is based on the performance assessment procedure initially described by Dyer, which utilizes background information of students to estimate educational outcomes. The difference between the estimate and the actual outcome is defined as a "need" in this application. This accountability model, which has been applied in the State of Delaware, has serious shortcomings in its underlying assumptions and definitions. Survey data collected from teachers (N=112) and lay persons (N=102) indicate that there is little consensus about what the accountability model should be doing, although more than 9 out of 10 teacher respondents would not, in practice, endorse its prescriptions for resource allocations. Several suggestions are offered for the model's reconstruction and its interpretation to teachers and lay persons. (Author)

ED 095 657 EA 006 390
Goettel, Robert J.
The Extent of Intra-District Inequalities: Issues and Problems.
Pub Date 18 Apr 74
Note—35p.; Paper presented at American Educational Research Association Annual Meeting (59th, Chicago, Illinois, April 1974)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Educational Finance, Educational Research, *Equal Education, *Expenditure Per Student, *Resource Allocations, School Districts, *School Funds
Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Intradistrict Resource Allocations
The purpose of this paper is to examine the issues concerning school-by-school resource allocation processes today and their relation to concerns about equity, educational needs, and the development of more effective educational strategies for all pupils. A description of the special case of the District of Columbia follows a brief summary of important findings on intradistrict disparities from research of the last 15 years. The court-mandated adaptation of Washington to the issue of intradistrict equity is compared to the means of resolving this dilemma adopted by comparability provisions of Title I of the Elementary and Secondary Education Act (ESEA). The author's conclusion that intradistrict equity, by prevailing definitions, has largely been achieved, rests not only on the findings in the report, but on other factors pushing for intradistrict equity, such as collective bargaining agreements, decentralization, and recent cutbacks which have urged many urban districts to reassess their means of allocating shrinking resources. (Author/JF)

ED 095 658 EA 006 391
Cibulka, James G.
Obstacles to School Decentralization: The Chicago Case.
Pub Date Apr 74
Note—45p.; Paper presented at American Educational Research Association Annual Meeting (59th, Chicago, Illinois, April 1974)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Citizen Participation, *Community Control, *Decentralization, Educational Research, Political Influences, *Politics, School Systems, Urban Environment, *Urban Schools
Identifiers—Chicago
The movement toward school decentralization in Chicago is best described as a strategy of incrementalism. It has proceeded along separate fronts--administrative decentralization, district and school advisory councils, and a special experimental district. This paper describes the extent to which these developments have progressed. It also seeks to explain why only modest steps have been taken and describes the obstacles that decentralization faces in the Chicago political system. In seeking to explain these obstacles, primary consideration is given to the role of ideology in explaining the behavior of school administrators. The author focuses on that aspect of ideology which describes the proper processes by which an individual believes that government is supposed to operate, the way social change ought to occur, and the strategies and tactics appropriate to a government official. (Author/JF)

ED 095 659 EA 006 392
Heyl, Harry
The Relocation Plan.
Educational Facilities Labs., Inc., New York, N.Y.
Pub Date Apr 74
Note—16p.
Journal Cit—Schoolhouse (EFL Newsletter); n16 Apr 1974
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Administrative Problems, Building Conversion, Double Sessions, Educational Facilities, *Facility Planning, Guidelines, Relocatable Facilities, Scheduling, *School Construction, School Districts, *School Improvement, Space Utilization
Identifiers—*Student Relocation
School modernization projects must deal with the problem of what to do with students who may be displaced during the construction. This report is based on information provided by some 50 school districts that had experienced relocation problems. Each of the major relocation strategies is examined, and its advantages, disadvantages, and requirements are discussed. To tie the discussion to real situations, the experiences of some school districts that have tried each strategy are reported. Strategies include increasing space utilization, double or extended sessions, rented or borrowed space, use of portables, surge or holding facilities, redrawing attendance boundaries, and housing by class or grade group. Examples of "Temporary Housing Strategy Worksheet" and a "Temporary Housing Strategy Decision Chart" are provided. (Author/MLF)

ED 095 660 EA 006 393
Spencer, Darrell
Facilities for Occupational Education, Grades 7-12. School Planning Guide Series--8.
North Carolina State Board of Education, Raleigh. Div. of School Planning.
Pub Date Sep 74
Note—49p.; Revised version of ED 042 232
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Climate Control, Community Involvement, Educational Specifications, *Facility Planning, *Facility Requirements, High Schools, Illumination Levels, Junior High Schools, Safety, *School Planning, Space Classification, Teacher Participation, Utilities, *Vocational Education
Identifiers—North Carolina, *Occupational Education
This publication was developed to assist educators, engineers, and architects in planning facilities for occupational education. The first section is primarily concerned with the educator's responsibilities for involving staff and community in orderly planning. The second part is concerned with the technical characteristics of occupational facilities. (Author/MLF)

ED 095 661 EA 006 394
North Carolina Schools of Interest.
North Carolina State Board of Education, Raleigh. Div. of School Planning.
Pub Date Jun 71
Note—55p.; Document may reproduce poorly due to color of ink on pages. A related document is EA 006 395
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Architectural Character, *Building Design, Building Plans, Elementary Schools, *Facility Planning, *School Design, *School Planning, Secondary Schools
Identifiers—*North Carolina
Educators, architects, engineers, and interested citizens have requested information concerning recently constructed educational facilities in North Carolina which might be of interest and can be visited. The 22 schools in this guide were selected because of one or more specific areas of interest. Many of the schools have been designed to provide for adaptation or change, with ease, to serve programs of instruction other than the program for which the space was originally planned. Building plans and photographs accompany the text. (Author/MLF)

ED 095 662 EA 006 395
Schools of Interest 2: Additions and Renovations.
North Carolina State Board of Education, Raleigh. Div. of School Planning.
Pub Date Jul 73
Note—51p.; Photographs may reproduce poorly. A related document is EA 006 394
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Architectural Character, *Building Design, Building Plans, Elementary Schools, *Facility Planning, *School Design, *School Improvement, *School Planning, Secondary Schools
Identifiers—*North Carolina
This publication of photographs and building plans of 27 selected educational facilities in North Carolina is planned to acquaint school officials, planners, and citizens with the concepts and trends in new school design and to encourage them to visit the schools presented, as well as similar ones throughout the State. (Author/MLF)

ED 095 663 EA 006 396
Nygaard, Debra D.
Evaluating Administrative Performance. An ERS Report.
Educational Research Service, Washington, D.C.
Pub Date 74
Note—130p.
Available from—Educational Research Service, Inc., 1815 N. Fort Myer Drive, Arlington, Virginia 22209 ($7.50, payment must accompany order of $10.00 or less)
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—Administrative Personnel, *Administrator Evaluation, Bibliographies, Evaluation, *Management by Objectives, Management Systems, Performance, Performance Contracts, *Performance Criteria, *Records (Forms), State Departments of Education, Supervisors, *Systems Approach
The evaluation of administrative and supervisory personnel is receiving increasing attention by State legislatures, the public at large, and the education profession. At least nine States now mandate periodic, formal evaluations of administrative and supervisory personnel in their public schools. As a result of these State mandates and the public's concern for accountability in education, increasing numbers of school systems are developing and revising procedures and instruments to assess the administrative effectiveness of their staffs. This report, which includes many sample forms and instruments, examines the evaluation of administrative personnel from threeaspects: the purpose and process of staff evaluation in both education and industry; the actions of State legislatures and education agencies; and the use of administrative evaluation systems and instruments in selected local school systems. (Author/WM)

ED 095 664 EA 006 397
Stieber, Gertrude N.
Student-Staff Ratios, 1972-73. ERS Research Memo.
Educational Research Service, Washington, D.C.
Pub Date Aug 74
Note—36p.; A related document is ED 065 455
Available from—Educational Research Service, Inc., 1815 N. Fort Myer Drive, Arlington, Virginia 22209 ($4.00, payment must accompany orders of $5.00 or less)
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—Administrative Personnel, Elementary Schools, Enrollment Rate, Enrollment Trends, *Instructional Staff, Professional Personnel, School Districts, School Personnel, Secondary Schools, Statistical Data, *Student Enrollment, *Student Teacher Ratio, Tables (Data), Teacher Distribution, *Teacher Employment
The total member of students per professional staff member in the public elementary and secondary school systems of the nation decreased from an estimated 19.8 in 1970-71 to 17.7 in 1972-73, or a decrease of 10.6 percent. The enrollment for the approximately 16,408 operating public school systems in 1972-73 was estimated to be 45,299,766; the total full-time professional staff was 2,556,790 (estimated). In the same year, there were an estimated 17.7 students per professional staff member; 20.1 students per teacher, 428.3 students for every principal and assistant principal, 332.3 students for all other professional employees assigned to individual school buildings, and 702.3 students for all central office administrators and/or supervisors. These data are shown, together with a comparison of information for alternate years (1964-65 through 1972-73). A system-by-system listing of reporting systems with enrollments of 25,000 or more that furnished sufficient information for inclusion is provided; for smaller systems, a selected group of districts is shown for comparison on an enrollment basis. The listing is intended to exemplify systems from various enrollment size groups and from various States. (Author/DN)

ED 095 665 EA 006 398
Bell, T. H.
Management by Objectives: Planning Where To Go and How To Get There.
Pub Date 16 Jul 74
Note—11p.; Paper presented at West Virginia Association of School Administrators Meeting (Jackson's Mill, West Virginia, July 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Educational Accountability, Educational Needs, *Educational Objectives, Educational Planning, *Management by Objectives, *Management Systems, Organizations (Groups)
Public education needs the results orientation and performance accountability mandated by a management system. Schools need a management system around which to lay plans to solve problems and reach ever higher levels of accomplishment in serving the needs of students. Management by objectives provides the school administrator with such a systematic procedure for involving his staff in problemsolving efforts. (Author/WM)

ED 095 666 80 EA 006 399
Campbell, Roald F., Ed. Mazzoni, Tim L., Jr., Ed.
State Policy Making for the Public Schools: A Comparative Analysis.
Ohio State Univ., Columbus. Educational Governance Project.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of State Agency Cooperation.
Pub Date Aug 74
Grant—OEG-0-73-0499
Note—445p.; A related document is EA 006 329
EDRS Price MF-$0.75 HC-$21.00 PLUS POSTAGE
Descriptors—*Educational Policy, Educational Research, *Finance Reform, *Governance, Organizational Theories, *Policy Formation, Political Influences, Politics, State Boards of Education, State Departments of Education, *State Government, State Legislation, *State Officials
This comparative analysis was derived from 12 case study reports, each devoted to policymaking for the public schools in a particular State. The nine chapters were prepared by a number of persons involved in the case studies. First, the framework and methodology used in the study are explained. Next, the authors discuss the major actors in the 12-State education policy systems--State boards of education, the chief State school officer, State department of education personnel, governors and governors' offices, and leaders of education interest groups. In a subsequent section, the focus is on the politics of school finance reform in four States where governors and legislative leaders apparently play major roles. The report concludes with an interpretive treatment of State education policy systems and a set of recommendations. (Author/JF)

ED 095 667 EA 006 400
The Use of Performance Criteria To Allocate Compensatory Education Funds.
Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.
Spons Agency—Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Report No—RR-EPRC-2158-5; SRI-2158
Pub Date Jul 74
Note—400p.
EDRS Price MF-$0.75 HC-$18.60 PLUS POSTAGE
Descriptors—Academic Achievement, Compensatory Education, *Compensatory Education Programs, Disadvantaged Youth, Educational Finance, Educational Objectives, Educational Research, Elementary Education, *Federal Aid, *Federal Programs, *Performance Criteria, Remedial Programs
This publication reports the results of an effort to assess the consequences of targeting federal compensatory funds toward all elementary students showing low achievement rather than only to those who were first low income and then low achieving. The document deals first with technical issues--the suitability, feasibility, and cost implications of the use of performance criteria. It then considers the fiscal issue of the consequences of resource redistribution from the use of performance criteria. The report's overall con-

clusion is that serious but not insurmountable political, technical, and cost problems would exist in the creation of the required data base. However, should these problems be solved, the report argues that a potentially appealing combination of income and performance criteria could be created at a 25 percent increase in program cost. Additionally, it reports that by allowing a choice between income/AFDC and performance criteria, the program could be designed to prevent any district from losing monies while at the same time aiding those nonpoverty students who are educationally disadvantaged. (Author/DN)

ED 095 668 EA 006 401

Haarer, Evelyn A. Wurster, Stanley R.

A Comparison of Fifth Grade Achievement in an Open-Classroom Between Students Who Were in a Fourth Grade Self-Contained and Students Who Were in a Fourth Grade Open-Class.

Arizona State Univ., Tempe.

Pub Date Jul 74

Note—32p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*Academic Achievement, Classroom Design, *Comparative Analysis, Educational Research, Elementary School Students, Environmental Influences, *Grade 5, Literature Reviews, *Open Plan Schools, Test Results, *Traditional Schools

This study investigated whether or not there is a difference in the academic achievement level maintained by a student after a transition has been made from a self-contained classroom to an open classroom. The sample included all the population in a fifth grade open classroom. The experimental group were from a fourth grade self-contained classroom, while the control group were from a fourth grade open classroom. The groups were compared on the basis of two standardized pre- and post-measures. The study concluded that the transition from a self-contained classroom to an open classroom tends to produce no significant difference in academic achievement; the independent variable (the open classroom) tended to produce a considerable mean gain in academic achievement for both groups. (Author/MLF)

ED 095 669 EA 006 402

Drummond, T. Darrell

A Study of the Autonomy Assumed and Exercised by Headteachers in Selected British Primary Schools.

Pub Date 26 Apr 74

Note—141p.; Ph.D. Dissertation, University of Maryland

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-1801, MF-$5.00, Xerography-$11.00)

Document Not Available from EDRS.

Descriptors—*Administrator Role, Bibliographies, *Change Strategies, Educational Alternatives, Educational Change, Educational Innovation, Educational Research, Elementary Schools, Interviews, *Leadership, Leadership Responsibility, *Power Structure, Primary Education, Primary Grades

Identifiers—*Autonomy, Britian, Headteachers

A questionnaire was designed to elicit the views of British headteachers in terms of their roles as relatively autonomous heads of primary schools. A survey of the literature dealing with informal education, official documents, and to a lesser extent, the observations made by the researcher in the course of this study, were used as secondary sources of verification and analysis of the responses made by the headteachers. Analysis of responses indicated that a majority of heads see themselves as responsible for the differences in British primary schools. An overwhelming number consider themselves as the major determiner of curriculums. A majority claim full control over staff selection and, to a lesser extent, responsibility for staff development. Most heads do not think they could be dismissed for any reason short of criminal assault on a child. All heads perceive themselves to be completely autonomous. In general, the literature tends to confirm these perceptions. (Author/WM)

ED 095 670 EA 006 403

Floyd, Koy Burlingame, Martin

Political Manipulation, Longevity and Educational Finance: Superintendents and State Legislators in a Single State.

Pub Date 8 Oct 74

Note—21p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Educational Finance, Educational Research, *Legislators, *Political Influences, *Politics, *State Aid, *Superintendents

Identifiers—New Mexico

Like most States, New Mexico's legislature grants not only basic foundation money for public schools but also a small percentage of additional discretionary funds. While the foundation money is almost always dispersed in light of a rigid formula, the discretionary funds present the opportunity for political bargaining. While hardly of as obvious importance as the foundation grants, these additional funds offer incentives for district superintendents to form coalitions with their local legislators to influence the fund distribution. This study examined the influence of interpersonal manipulative tendencies of political actors (legislators and superintendents) and/or longevity in the role on the distribution of certain additional State funds. (Author/JF)

ED 095 671 EA 006 404

Benedict, Larry G. And Others

Project Pulse: A New Approach to Collecting Information for University Decision Making.

Massachusetts Univ., Amherst. Student Affairs Office.

Pub Date Apr 73

Note—11p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Data Collection, *Decision Making, Higher Education, Information Needs, Information Seeking, *Information Systems, Information Utilization, *Management Systems, *Student Attitudes, *Student Opinion, Surveys, Systems Approach, Universities, University Administration

Identifiers—Massachusetts, *Project Pulse

The University of Massachusetts has recently developed and implemented a new student opinion survey system. The concept was based on the perceived need of various university decision-makers for information on student opinion in making various decisions. The purposes of the project were (1) to develop and provide a system whereby a rapid response could be obtained from the student body on any subject matter, especially current events; and (2) to fill a vital gap in available information. (Author)

ED 095 672 EA 006 405

Fits and Misfits: What You Should Know About Your Child's Learning Materials.

Educational Products Information Exchange Inst., New York, N.Y.; National Committee for Citizens in Education, Columbia, Md.

Pub Date Mar 74

Note—17p.

Available from—National Committee for Citizens in Education, Suite 410, Wilde Lake Village Green, Columbia, Maryland 21044 ($1.25)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Citizen Participation, Evaluation Criteria, *Instructional Materials, *Media Selection, Merchandise Information, *Parent Participation, Pilot Projects, *Reading Material Selection, Standards, *Textbook Selection

This paper is intended to be a guide for constructive and helpful participation by parents and citizens in inquiry about and involvement in the selection of educational materials. The paper argues for a systematic, step-by-step selection process, sensitive to local needs and concerned with high quality materials that should be divided into (1) what the school must do and (2) what schools must require of producers. Two pilot tests of materials are included, along with a short section dealing with State laws and regulations regarding the process of materials adoption. An annotated bibliography of related publications concludes the paper. (Author/MLF)

EC

ED 095 673 EC 062 716

Sattler, Jerome M.

Intelligence Test Modifications on Handicapped and Nonhandicapped Children. Final Report.

San Diego State Univ. Foundation, Calif.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date 31 Oct 72

Note—82p.; See EC062717 for additional information

EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE

Descriptors—Cerebral Palsy, *Exceptional Child Research, *Intelligence Tests, *Material Development, *Mentally Handicapped, *Physically Handicapped, Test Validity

The effects of modifications in intelligence test procedures upon the scores obtained by 232 normal, 102 mentally retarded, 106 cerebral palsied and 35 orthopedically handicapped children were investigated. Stanford-Binet tests in year-levels II through V were modified to require only a pointing or yes/no response. The modified form appeared to be valid with IQs within 3 points of scores obtained on the standard form. Additionally, Stanford-Binet tests at year-levels IX through XIII, three subtests of the Wechsler Intelligence Scale for Children (Digit Span, Block Design, and Coding) and a separate Memory for Block Designs test were modified. The modified Stanford-Binet tests at the higher level were not valid; the modified Digit Span Block Design subtests had a sufficient degree of validity; while the modified Coding subtest and the Memory for Block Designs test were significantly easier than the standard subtest. Results indicated that some modified tests can serve as substitutes for standard tests in the assessment of handicapped children. (DB)

ED 095 674 EC 062 717

Sattler, Jerome M.

Intelligence Test Modifications on Handicapped and Nonhandicapped Children. Supplement to Final Report.

San Diego State Univ. Foundation, Calif.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date 1 Nov 72

Note—127p.

EDRS Price MF-$0.75 HC-$6.60 PLUS POSTAGE

Descriptors—*Exceptional Child Research, *Intelligence Tests, *Material Development, Mentally Handicapped, Physically Handicapped

Contained in the supplement to the final report (EC062716) on intelligence test modifications for speech and motor handicapped children (such as retarded or cerebral palsied) are directions for the modified test, the modified stimuli, and the record booklets used in the research projects. Noted are the nonverbal and multiple choice design of the modified tests, the use of both supplementary and regular Stanford-Binet or Wechsler Intelligence Scale for Children (WISC) materials, and scoring changes for the modified version. Included are levels II through V of the Stanford-Binet Form L-M, three WISC subtests (Digit Span, Coding, and Block Design), and a separate Multiple Choice Memory for Block Designs Test. (DB)

ED 095 675 EC 062 775

Naiman, Doris W., Ed.

Community College Cooperation for Development of Staff to Work with Deaf Children.

New York Univ., N.Y. Deafness Research and Training Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 74

Note—55p.

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—Aurally Handicapped, Child Care Occupations, *Colleges, *Community Cooperation, Conference Reports, *Deaf, *Exceptional Child Education, Junior Colleges, Nonprofessional Personnel, Residential Schools, *Staff Orientation

Presented are 12 reports given at two conferences on community college cooperation for the development of staff (such as dormitory counselors) at residential schools for deaf children. Institutions represented by reports include the North Carolina School for the Deaf, Oregon State School for the Deaf, Riverside City College, Gloucester County College, Virginia School at Hampton, Governor Baxter State School for the Deaf, New York School for the Deaf, Chicago

City College, Duchess Community College, Rockland Community College, and Albany Home for Children. The following are sample report titles: "Using Community and School Resources for Inservice Training", "Development of Child Care Training in Chicago City College", "Implementation of a Training Program for Afterclass Staff", "Partnership Between Community Colleges and Child Care Agencies in the Training of Child Care Workers", "Utilizing Agencies as Training Centers", and "The Practice Component in Training Child Care Workers in Community Colleges". (DB)

ED 095 676 EC 062 776

Sigelman, Carol K., Ed.

Protective Services and Citizen Advocacy. Monograph No. 3.

Texas Tech Univ., Lubbock. Research and Training Center in Mental Retardation.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Rehabilitation Services Administration.

Pub Date May 74

Note—56p.

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—*Child Advocacy, Civil Rights, Delivery Systems, *Exceptional Child Services, Institutions, Legal Responsibility, *Mentally Handicapped, Placement, *State Legislation, State Programs

Identifiers—Nebraska, *Ohio

Presented are seven papers given at a conference on deinstitutionalization of the mentally handicapped which focus on protective services and citizen advocacy. Carol Sigelman stresses the following four concepts: follow-along (the monitoring of the developmentally disabled person in the community), advocacy, protection, and shelter, Alternatives for the provision of protective legal services for the developmentally disabled are considered by Gerald Bensberg. The present status and implementation of concepts of citizen advocacy in Nebraska are reviewed by Helen Zauha. Marie Moore describes a United Cerebral Palsy Association demonstration project of three models of advocacy programs which take into account demographic variables, differences in service availability and delivery, and differences in organization patterns. Parameters, definitions, and alternatives for protective services in Ohio are examined by Elsie Helsel. Phyllis Emory and William Parks also review aspects of protective service and public guardianship in Ohio. A critique of protective services in general and the Ohio protective services system in particular which centers on the need to protect the civil and human rights of the developmentally disabled is offered by Michael Kindred. Appended is the text of the Ohio Protective Service Law. (DB)

ED 095 677 EC 062 777

Watson, Hazel A.

Team Teaching and its Implications for Mentally Retarded Children.

Marion County Association for Retarded Children, Indianapolis, Ind.

Pub Date 72

Note—36p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Childhood, *Educational Methods, *Exceptional Child Education, Grouping (Instructional Purposes), *Mentally Handicapped, *Program Descriptions, Program Evaluation, Special Schools, *Team Teaching, Trainable Mentally Handicapped

Identifiers—*Noble Center Team Teaching Plan

Discussed is the history, organization, and value of team teaching with retarded children; and provided is a program description of team teaching during 1969 at one center which involved 22 children from 6 to 12 years of age. Team teaching is seen to provide for varying student needs by teachers of varying abilities. Definitions of team teaching and related terms such as multiage grouping are given. Economic advantages are said to have been an early impetus to team teaching efforts with the inaugurator program occurring in 1957 at a Massachusetts school. Team organization is considered in terms of the value of both flexibility and structure, the need for initial planning sessions, the need for suitable facilities and equipment, and the involvement of ancillary staff and consultants. Advantages of team teaching with retarded children are thought to include individualized instruction and flexible grouping. Two case studies are given to illustrate the positive effects of team teaching on a 13-year-old girl and a 10-year-old boy, both severely retarded and withdrawn. Reported are results of the program evaluation at Nobel Center in Indiana which included completely meeting objectives such as forming smaller groupings for more effective teaching and not meeting objectives such as maintaining continuing assessment of the curriculum program. Also listed are the measurable goals for each of the five pupil groups in areas such as appropriate behavior, the criteria for grouping, a sample program day, and teacher opinions of the program. (DB)

ED 095 678 EC 062 778

Kemper, Gloria Mathison, Katy

Perceptual-Motor Assessment for Trainable Mental Retardates. Noble 1.

Marion County Association for Retarded Children, Indianapolis, Ind.

Pub Date 72

Note—71p.

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—Auditory Perception, *Exceptional Child Education, Mentally Handicapped, *Motor Development, *Perceptual Motor Coordination, Psychomotor Skills, *Testing, *Trainable Mentally Handicapped, Visual Perception

The manual provides instructions for administering and scoring gross and fine motor assessment procedures for use with trainable mentally handicapped children. It is noted that some assessment items were derived from formal standardized tests. Provided are a program description, general instructions, a list of equipment needed for testing, a program planning form, and suggestions for remediation. Gross motor assessment procedures are given for the following areas: balance, upper extremities, body identification, auditory perception, occular pursuit, eye hand dominance, imitation of movement, crossing midline of the body, stereognosis, and right left discrimination. Also provided are techniques for assessing the following fine motor abilities: visual discrimination, visual memory, visual fine motor (copy forms), visual fine motor (cutting), visual fine motor (expression of body image) visual fine motor (spatial), visual fine motor (problem solving), auditory sequencing, auditory vocal expression, auditory motor expression, auditory visual color discrimination. Appended are forms and charts to be used in the assessment process. (DB)

ED 095 679 EC 062 779

Mathison, Katy, Ed.

Curriculum for Severely Physically and Mentally Handicapped Children. Noble 1.

Marion County Association for Retarded Children, Indianapolis, Ind.

Pub Date 72

Note—72p.; This document contains 36 pages each requiring 2 microfiche frames

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—*Cerebral Palsy, Communication Skills, *Curriculum Guides, Daily Living Skills, *Exceptional Child Education, Interpersonal Competence, *Mentally Handicapped, Motor Development, Multiply Handicapped, *Physically Handicapped, Self Care Skills, Special Schools

Identifiers—Severely Handicapped

The curriculum guide for severely physically and mentally handicapped children includes activities to develop motor skills, self-help skills, communication skills, academic and preacademic skills, and social skills. The curriculum is being used at a school for retarded children in Indianapolis at which 80 percent of the clients have cerebral palsy. Curriculum content is organized into basic skills and subskills, suggested activities to develop each skill, suggested equipment, and resources (which are coded to a bibliography at the end of the guide). Also included are suggested daily and weekly schedules. Sample skills focused on by the curriculum are jumping (motor), dressing (self-help), recognizing printed names (academic), and eating correctly (social skills). (DB)

ED 095 680 EC 062 780

Chamberlain, Michael

The Handicapped Child's Right to an Education: A Handbook.

Child and Family Services of New Hampshire, Manchester.

Spons Agency—New Hampshire State Div. of Mental Health, Concord.

Pub Date [74]

Note—208p.

EDRS Price MF-$0.75 HC-$10.20 PLUS POSTAGE

Descriptors—Civil Rights, *Equal Education, *Exceptional Child Education, Glossaries, Handicapped Children, Identification, Parent Role, *Parent School Relationship, Resource Guides, *State Legislation, State Programs, State Standards, Student Placement

Identifiers—*New Hampshire, Severely Handicapped

The handbook is intended to inform parents of handicapped children and other child advocates of the right to education laws in New Hampshire and to suggest actions to obtain appropriate public education. Chapters focus on the following topics: the importance of an education to the handicapped child; definitions of the physically, intellectually, or emotionally handicapped person; the child's right to elementary and secondary education under general and specific state laws; the right to a preschool education; the need to notify the child's school district of a child's special needs; identification of the nature and/or severity of a child's learning problems; reevaluations; placement in a special educational program, the parent's right to a formal hearing before and after placement; monitoring the special class or educational program; the child's right to suitable transportation; and exemptions, suspensions, and dismissals. Appended are a bibliography, a glossary of legal terms, the state laws, the state standards for the education of handicapped persons, and a partial listing of the state's resources for the handicapped child. (DB)

ED 095 681 EC 062 781

Knight, Martha F. And Others

1972-1973 Report of the Essential Early Education Project.

Vermont Univ., Burlington. Coll. of Education.

Spons Agency—Vermont State Dept. of Education, Montpelier. Div. of Special Education and Pupil Personnel Services.

Pub Date [73]

Note—304p.; Prepared with the cooperation of the Colchester and Chittenden South School Districts

EDRS Price MF-$0.75 HC-$15.00 PLUS POSTAGE

Descriptors—Behavioral Objectives, Child Development, *Early Childhood, *Exceptional Child Education, Feedback, Handicapped Children, *Identification, Incidence, Instructional Materials, Kindergarten, *Parent Education, *Program Descriptions, Testing

Identifiers—*Essential Early Education Project

Presented is the 1972-73 report of the second year of the Essential Early Education Project in two Vermont school districts to identify 5-year-old children eligible for special education, develop materials for dissemination, and continue the home-based parent training program. Noted is the refinement and replication of survey and testing procedures leading to the development of a census and survey manual and derivation of minimum objectives for the kindergarten year and from birth to 6 years of age. Seen to be essential to home-based services are 10 steps such as defining target behaviors and specifying and implementing teaching/learning procedures. Also reported is research on the effects of variables related to training parents, the validity of survey and testing procedures, and estimated incidences of eligible children. The major portion of the document consists of appendixes containing the following information: case studies, procedural guidelines for surveying parents and identifying children eligible for essential early education services, minimum objectives for entering first graders, procedures for the social and self-care inventory, the minimum objectives sequenced for the kindergarten year, minimum objectives sequenced for first 6 years, and an article on the effects of feedback in parent training. (DB)

ED 095 682 EC 062 782
Training and Employment Opportunities for the Visually Handicapped. A Survey.
International Labour Organisation, Geneva (Switzerland).; National Swedish Labour Market Board, Stockholm.; World Council for the Welfare of the Blind, Stockholm (Sweden).
Pub Date 73
Note—123p.
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—Blind, Educational Facilities, *Employment Opportunities, *Exceptional Child Research, Foreign Countries, Incidence, International Organizations, Partially Sighted, *Surveys, *Visually Handicapped, *Vocational Education
Reported is an international survey on training and employment opportunities for the visually handicapped. Described are responses to a questionnaire carried out jointly by the Committee on Professional and Urban Employment of the World Council for the Welfare of the Blind, The International Labor Organization and the Swedish National Labor Market Board. Provided is data obtained from organizations in 31 industraialized countries such as Argentina, Denmark, the United Kingdom, and the United States concerning the following areas: basic education, vocational training, services required during training and employment, qualifications for admission to occupations, and the number of blind and partially sighted in training and actually employed. Provided are a statistical analysis, comments on survey replies, and a summary of replies in alphabetical order by country. Appended are a statistical supplement and the questionnaire, itself. (LH)

ED 095 683 EC 062 783
Hanson, Fred
Ethnic Survey of EMR Classes. Information Report to Superintendent of Public Instruction and to [California] State Board of Education.
California State Office of the Superintendent of Public Instruction, Sacramento.
Pub Date 10 Apr 74
Note—9p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Classification, Culturally Disadvantaged, Disadvantaged Youth, *Ethnic Groups, *Exceptional Child Education, *Mental Retardation, *Statistical Data
Identifiers—California, *Special Class Placement
The information report to the superintendent of public instruction and to the California Board of Education contains statistics on the representation of minority groups in programs for the mentally handicapped (MH). Noted are school districts that have a 15 percent or greater variance between the ethnic group population in the district and the number of individuals from the ethnic group assigned to special classes for the educable mentally handicapped. Data are thought to indicate that the use of a percentage factor may not be an adequate index of the need for special educational provisions among ethnic groups. It is recommended that educators remove the label "mentally handicapped" from ethnic pupils and that they provide several program options for MH pupils. (GW)

ED 095 684 EC 062 794
Cohen, Donald J. Brandegee, Ada S.
Day Care: Serving Preschool Children-3.
Office of Child Development (DHEW), Washington, D.C.
Report No—DHEW-OHD-74-1057
Pub Date 74
Note—177p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
EDRS Price MF-$0.75 HC-$9.00 PLUS POSTAGE
Descriptors—Administration, *Child Care Centers, Child Development, Consultation Programs, Curriculum Development, *Early Childhood Education, *Guidelines, Health Services, Models, Nutrition, Parent Role, *Preschool Children, Program Budgeting, Program Descriptions, Program Evaluation, *Program Planning
The handbook offers information and guidelines for establishing model daycare services for preschool children. Topics examined include: the nature of day care for preschoolers, the developmental patterns of preschool children, administration, budgeting and funding, licensing and other forms of regulation, facilities, parent involvement, curriculum development, model curricula, and curricula for family day care. Also considered are health, psychosocial, and consultation services, nutritional services, staffing, evaluation, exemplary centers, and exemplary networks and systems. Additional references are provided at the end of each chapter. (GW)

ED 095 685 EC 062 795
Genensky, S. M. And Others
An Interactive CCTV System for Educating Partially Sighted and Some Other Types of Handicapped Children.
Rand Corp., Santa Monica, Calif.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date Mar 74
Note—37p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Aurally Handicapped, Elementary School Students, *Exceptional Child Education, *Instructional Media, Mentally Handicapped, Partially Sighted, Resource Centers, *Student Teacher Relationship, *Televised Instruction, Visually Handicapped, *Visual Stimuli
A highly interactive multicamera-multimonitor closed circuit television system is described which permits a resource room teacher and her handicapped elementary school students to be in continuous visual communication with one another. On the basis of relatively short-term observation, data is reported to show that the system is of most help to partially sighted students, although it is also beneficial for educable mentally retarded and hearing impaired children. Appendixes contain data on the measurement of x-rays associated with closed circuit television monitors, tests that have been administered to the students, and entries from the teacher's log regarding the use of the current teacher-student system. (GW)

ED 095 686 EC 062 796
Nelson, Catherine E.
Casefinding Criteria for Use in Identifying Deaf-Blind Children.
Pub Date Aug 74
Note—73p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*Deaf Blind, *Evaluation Criteria, *Exceptional Child Research, *Identification, Multiply Handicapped
The study was undertaken to develop casefinding criteria for identifying deaf-blind children. Referral sources and investigative potentials were obtained from a demographic survey of 164 cases of deaf-blind persons in Louisiana. Inquiry sheets on the possible sources of casefinding twice were sent to and ranked by a panel of 20 persons, including social workers, educators, physicians, administrators, parents, and rehabilitators. Analysis of the returned inquiry sheets formed the basis of a casefinding instrument prepared for field use. It was concluded that all existing referral sources should continue to be utilized, that there is a national need for a more comprehensive method to obtain early identification and referral of all sensorially impaired and high-risk infants, and that there is a need for the development of other new and unique programs to promote casefinding of deaf-blind children. (GW)

ED 095 687 40 EC 062 797
Strauch, James D.
A Training Model for Cooperating Teachers in Special Education: Mental Retardation. Final Report.
Connecticut Univ., Storrs. School of Education.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No—119067A
Pub Date Jan 74
Grant—OEG-0-71-4138-(603)
Note—239p.
EDRS Price MF-$0.75 HC-$11.40 PLUS POSTAGE
Descriptors—*Behavioral Objectives, Educational Accountability, *Exceptional Child Education, Handicapped Children, *Performance Based Teacher Education, Program Descriptions, Public Schools, Resource Teachers, *Special Education Teachers, *Teaching Skills
A 3-year training project for cooperating teachers in special education is analyzed. Primary project objectives are to: (1) develop general competency statements concerning the function of cooperating teachers; (2) develop ways of delineating roles and expectations for student teachers, cooperating teachers, and college/university supervisors; (3) train teachers to identify, write, and utilize behavioral objectives; (4) train teachers to observe and record selected teaching behaviors; (5) train teachers to use particular instructional rating inventories; and (6) provide systematic feedback to student teachers. Project objectives are reported to have been pursued at the public school sites of the 50 participating teachers. It is explained that 44 cooperating teacher competencies were isolated by means of two surveys. Summary evaluation results are said to suggest that project goals have been achieved to a considerable extent. Recommendations are presented on the need to refine the pool of competency statements for training purposes, the importance of the cooperating teacher's role in the competency-based teacher education movement, and the possibilities for using the training program for cooperating teachers in general education. (GW)

ED 095 688 EC 062 798
Egner, Ann, Ed.
Individualizing Junior and Senior High School Instruction to Provide Special Education Within Regular Classrooms; The 1972-1973 Research Service Reports of the Secondary Special Education Project.
Vermont Univ., Burlington. Coll. of Education.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Vermont State Dept. of Education, Montpelier. Div. of Special Education and Pupil Personnel Services.
Pub Date 73
Note—195p.; Prepared with the cooperation of the Burlington, Chittenden Central, and Chittenden South school districts; Some pages may not reproduce clearly
EDRS Price MF-$0.75 HC-$9.00 PLUS POSTAGE
Descriptors—*Behavior Change, Behavior Problems, Consultants, *Exceptional Child Research, Individualized Instruction, *Learning Disabilities, Operant Conditioning, Program Development, *Regular Class Placement, Remedial Programs, Resource Teachers, *Secondary School Students, Teacher Education
Identifiers—*Vermont
Presented are 19 research reports which apply the philosophy of the consulting teacher program at the University of Vermont to provide special education individualized services within regular classrooms for Junior and Senior High School Students with academic and behavioral problems. Included are an overview of the consulting teacher program and a summary of the secondary special education project for school years 1972 and 1973, which emphasize the role of the consulting teacher in the training of the regular class teacher to work with exceptional secondary school students. The research projects, which were conducted in three Vermont school districts, focus on the use of behavior modification, contingency contracting, and token economies for remediation in areas such as language arts, mathematics, reading, self discipline, and study behavior. Research titles include: "Teaching Self Discipline Through Contingency Contracting," "A Multiple Baseline Analysis Of A Token System On Reading Comprehension," and "Increasing The Arithmetic Performance Of Two Ninth Grade Students Using Teacher Praise and Immediate Knowledge Of Results." (BA)

ED 095 689 EC 062 822
Kakalik, James S. And Others
Improving Services to Handicapped Children - With Emphasis on Hearing and Vision Impairments.
Rand Corp., Santa Monica, Calif.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.
Report No—R-1420-HEW
Pub Date May 74

Note—338p.; For information on the first report see EC061140
Available from—The Rand Corporation, 1700 Main Street, Santa Monica, California 90406
Document Not Available from EDRS.
Descriptors—*Aurally Handicapped, Delivery Systems, *Exceptional Child Services, Financial Support, *Government Role, Identification, Interviews, Medical Treatment, Prevention, Sensory Aids, Special Education, *Visually Handicapped, Vocational Education

The second of two reports providing a comprehensive, cross-agency evaluation of federal and state programs for assistance to handicapped children, this report examines current policies and suggests alternative future policies for improved delivery of services to hearing and visually handicapped youth. Presented are extensive background information and recommendations for federal, state, and local government level changes in each of eight major service areas: direction (guiding clients to appropriate services), identification, prevention, medical treatment, sensory aids, special education, vocational services, and income maintenance. Recommendations outlined according to level of effort required to implement them include: creating a national network of Regional Direction Centers (direction), requiring various types of service personnel to report handicaps (identification), covering prevention services under Medicaid and proposed National Health Insurance (prevention), implementing a National Health Insurance program covering all handicapped youth (medical treatment), requiring medical exams prior to receipt of certain sensory aids, implementing preschool programs for severely hearing handicapped youth (special education), expanding the Vocational Rehabilitation Program, and insuring screening and treatment under Medicaid for recipients of Aid to Families with Dependent Children (income maintenance). Also examined is information gained from interviews of 77 families with hearing and visually handicapped children who appreciated services received but saw needs for improvement in areas such as local services. (LC)

ED 095 690 EC 062 823
Altman, Reuben
Prototype Training for the Preparation of Curriculum Consultants for Exceptional Children. Interim Report: Dissemination Phase.
Missouri Univ., Columbia. Special Education Curriculum Training Center.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.
Bureau No—351359
Pub Date Jul 74
Grant—OEG-0-70-4808(603)
Note—120p.; For previous interim reports see ED 089 523 and ED 089 524
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—Behavioral Objectives, Consultants, *Course Objectives, *Curriculum, Demonstration Projects, *Exceptional Child Education, Guidelines, Handicapped Children, *Information Dissemination, Instructional Materials, *Performance Based Teacher Education, Professional Education

The third interim report of a project to develop a prototype competency based training program for the preparation of special education consultants is intended to serve as a dissemination model detailing module topics, competency statements, and competency components of the 13 modules or training packages. Summarized is the history of the project prior to the dissemination phase, and noted is the inclusion in each training package of specifications manuals, trainee's manuals, instructor's manuals, and resource manuals. Also provided are information about the rationale, design, development, and implementation of the dissemination model, and instructions for ordering specific training packages. Outlined are competency statements and components for the following modules; evaluating/curriculum, evaluating/instruction, evaluating/materials and media, advising/communication processes, evaluating/support systems, developing/curriculum, developing/instruction, developing/materials and media, developing/communication processes, developing/support systems, training/instruction, training/materials and media, and advising/curriculum. (DB)

ED 095 691 EC 062 824
Davis, Ferne E., Ed.
Report of the Proceedings of the Forty-Sixth Meeting of the Convention of American Instructors of the Deaf; Indiana School for the Deaf, Indianapolis, Indiana. Convention Theme: "Educational Crossroads for Deaf Children". June 24-29, 1973.
Pub Date 74
Note—806p.
EDRS Price MF-$1.35 HC-$39.00 PLUS POSTAGE
Descriptors—*Aurally Handicapped, *Conference Reports, Educational Programs, *Exceptional Child Education, Program Descriptions, Vocational Education
Identifiers—*Convention of American Instructors of the Deaf

Presented are proceedings of the 46th (1973) meeting of the Convention of American Instructors of the Deaf. Included are numerous papers and discussions on auditory training, career development, continuing education, reading and language, counseling, curriculum, deaf-blind children, diagnostic assessment, early education, total communication, math, media, psychology, residential programs, day programs, parent education, individualized instruction, and speech. Papers concern such topics as student management at the Model Secondary School for the Deaf, educational films for the hearing impaired, critical variables in programming for deaf-blind children, auditory research at Gallaudet College, and individual reading. Also considered are legal rights of the handicapped, language for the functionally retarded deaf teenager, computer-assisted instruction, financial problems of athletic programs, sex education and drug abuse, and a visual speech training device. (LC)

ED 095 692 EC 062 832
Supplementary Books: Selected by Committees of Supervisors and Teachers. Lists Approved for 1974.
Cincinnati Public Schools, Ohio.
Pub Date [74]
Note—424p.
EDRS Price MF-$0.75 HC-$19.80 PLUS POSTAGE
Descriptors—Aurally Handicapped, *Bibliographies, *Childrens Books, Educable Mentally Handicapped, *Exceptional Child Education, *Handicapped Children, Speech Handicapped, Visually Handicapped
Identifiers—*Cincinnati

This extensive list of supplementary books selected by a committee of teachers and supervisors of the Cincinnati public schools includes books for the pre-kindergarten through grade 6 level, grades 4 through 12, special education, and elementary teacher reference. Books are organized by subject area within broad age ranges, and by disability area within special education. Usually provided are the order number, author, title and date of publication, reading level, grade or appropriate use, and unit price. Provided in the special education section are books in subject areas such as language arts and occupational education for the educable mentally retarded, books for children and teachers for the blind and partially sighted, children's books and dictionaries as well as teacher reference materials for the deaf and hard of hearing, and books for children and teachers in the area of speech and hearing therapy. (DB)

ED 095 693 EC 062 887
Hill, Mildred G. And Others
The Development and Implementation of a Minimum Objective System in the Hinesburg Elementary School. A Report: Vol. 1.
Chittenden South School District, Shelburne, Vt.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Vermont State Dept. of Education, Montpelier. Div. of Special Education and Pupil Personnel Services.
Pub Date 74
Note—107p.; For listings of objectives see EC062888 through EC062890
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—Behavioral Objectives, Case Studies (Education), *Course Objectives, Elementary School Students, *Exceptional Child Education, Learning Disabilities, *Program Descriptions, *Program Evaluation, Reading

Presented is the report on the development and 1-year implementation of a minimum objective system with the kindergarten through grade 6 classes at the Hinesburg Elementary School in Vermont. Discussed is the project's intention to determine minimum objectives to be met by all students at a given grade level in areas such as language arts and mathematics. It is explained that implementation involved charting progress of all students toward stated objectives. Reported are the following major conclusions: 90 percent of the children initially achieving below grade level averaged an improvement of 109 percent over previous years; and the general feeling of the teachers toward the system was positive. Also included are charts of individual and grade progress levels, a positive affect questionnaire for the teacher, seven case studies of learning disabled second grade children, and the procedural steps implemented when the Merrill linguistic readers program was used, when the Ginn 100 reading series was used, and when the Science Research Associated Reading series was used. (DB)

ED 095 694 EC 062 888
Halloran, Patricia And Others
The Development and Implementation of a Minimum Objective System in the Hinesburg Elementary School. Language Arts Objective Developed by the K-6 Teachers at the Hinesburg Elementary School. Appendix A: Vol. 2.
Chittenden South School District, Shelburne, Vt.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Vermont State Dept. of Education, Montpelier. Div. of Special Education and Pupil Personnel Services.
Pub Date 74
Note—313p.; For the report and related appendixes see EC062887, EC062889, and EC062890
EDRS Price MF-$0.75 HC-$15.00 PLUS POSTAGE
Descriptors—Basic Reading, *Behavioral Objectives, Course Objectives, Curriculum Guides, *Elementary School Students, *Exceptional Child Education, *Kindergarten Children, *Language Arts, Listening Skills, Reading, Reading Readiness, Writing Skills

The appendix to the report of the minimum objective system of the Hinesburg Elementary School (Vermont) includes language arts objectives from kindergarten through grade 6. Most objectives are presented in the format of condition (or task), student behavior, and criteria. Also included are schedules for language arts activities throughout the year at each grade level. Graphs are given to chart expected student progress through the various reading materials. The following types of objectives are included: pre-reading, language development (kindergarten), auditory skills (kindergarten), beginning reading, creative writing, reading comprehension, oral communication, grammatical accuracy, listening skills, oral reading, spelling, and writing a research paper. (DB)

ED 095 695 EC 062 889
Morse, Margaret And Others
The Development and Implementation of a Minimum Objective System in the Hinesburg Elementary School. Hinesburg Elementary School Minimum Objectives for Science, Physical Education, Music, Library. Appendix B: Vol. 3.
Chittenden South School District, Shelburne, Vt.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Vermont State Dept. of Education, Montpelier. Div. of Special Education and Pupil Personnel Services.
Pub Date 74
Note—250p.; For the report and related appendixes see EC062887, EC062888 and EC062890
EDRS Price MF-$0.75 HC-$11.40 PLUS POSTAGE
Descriptors—*Behavioral Objectives, Course Objectives, Curriculum Guides, *Exceptional Child Education, Libraries, *Music, *Physical Education, *Sciences

The appendix to the report of the minimum objective system of the Hinesburg Elementary School (Vermont) includes objectives for science, physical education, music, and library skills, from the kindergarten through grade 6 levels. Most ob-

jectives are presented in the format of condition (or task), student behavior, and criteria. Also included are schedules for curriculum activities throughout the year at each grade level. Graphs to help monitor student progress are given. The following types of objectives are included: life sciences, earth sciences, physics, physical education games of low organization, basketball, wrestling, gymnastics, singing, listening to music, and library skills. (DB)

ED 095 696 EC 062 890

Halloran, Patricia And Others

The Development and Implementation of a Minimum Objective System in the Hinesburg Elementary School. Revised Minimum Objectives for K-6 Language Arts; Hinesburg Elementary School. Appendix C: Vol. 4.

Chittenden South School District, Shelburne, Vt.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Vermont State Dept. of Education, Montpelier. Div. of Special Education and Pupil Personnel Services.

Pub Date 74

Note—99p.; For final report and related appendixes see EC062887 through EC062889

EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE

Descriptors—Basic Reading, Behavioral Objectives, *Course Objectives, *Elementary School Students, *Exceptional Child Education, *Language Arts, *Reading, Reading Readiness

The appendix to the report of the minimum objective system of the Hinesburg Elementary School (Vermont) includes the revised language arts objectives from kindergarten through grade 6. Most objectives are presented in the format of condition (or task), student behavior, and criteria. Changes from the original listing of language arts objectives (EC062888) include reduction from 213 objectives to 125 objectives for the kindergarten level and the rewriting of objectives as skills to be accomplished rather than grade level books to be read. Also included are schedules for language arts activities throughout the year at each grade level. Graphs are given to chart expected student progress. The following types of objectives are included: reading readiness, beginning reading, and developmental reading. (DB)

FL

ED 095 697 FL 005 360

Gomes de Matos, Francisco

Re-training High School Teachers of English in Brazil: The Experience of the Instituto de Idiomas Yazigi.

Pub Date 73

Note—13p.; Paper presented at the AIMAV Colloquium on the Training and Retraining of Teachers (Brussels, Belgium, 1973)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Educational Legislation, *English (Second Language), *Inservice Teacher Education, Institutes (Training Programs), Language Instruction, *Language Teachers, *Methods Courses, Secondary Grades, *Secondary School Teachers, Student Centered Curriculum, Teacher Education, Teaching Methods

Identifiers—*Brazil

The Yazigi Project for the Teaching of English in Brazilian High Schools, a 2-year, nationwide program for the retraining of high school teachers of English as a foreign language, involved 2,210 teachers and a team of 60 teacher trainers and retrainers. Each training session lasted 6 days and totalled a minimum of 30 hours, with a maximum of 50 participants. The program was organized in response to Law 5.692, passed in 1971, which changed the status of foreign languages from required to optional subjects and called for more flexible, realistic, and efficient foreign language curricula, objectives, and instructional methods. The satisfactory results of the Yazigi Project are attributed to the control exercised by the project coordinators and to the willingness of the participants to try a new, primarily student-centered approach combining language, pedagogy, psychology of learning, audiovisual technology, informal learning, and humor in the classroom. An appendix lists the materials used in the retraining program, and an introductory section is included which gives background information about the history of the Yazigi Institute and Law 5.692. (PP)

ED 095 698 FL 005 720

Garvin, Paul L.

Linguistics as a Resource in Language Planning.

Pub Date Jun 73

Note—16p.; Paper presented at the Symposium on Sociolinguistics and Language Planning (Mexico City, Mexico, June-July, 1973)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Applied Linguistics, Language Development, *Language Planning, Language Role, Language Standardization, Linguistics, Linguistic Theory, Official Languages, Social Planning, *Sociolinguistics

Language planning involves decisions of two basic types: those pertaining to language choice and those pertaining to language development. Linguistic theory is needed to evaluate the structural suitability of candidate languages, since both official and national languages must have a high level of standardization as a cultural necessity. On the other hand, only a braodly conceived and functionally oriented linguistics can serve as a basis for choosing one language rather than another. The role of linguistics in the area of language development differs somewhat depending on whether development is geared in a technological and scientific or a literary, artistic direction. In the first case, emphasis is on the development of terminologies, and in the second case, on that of grammatical devices and styles. Linguistics can provide realistic and practical arguments in favor of language development, and a detailed, technical understanding of such development, as well as methodological skills. Linguists can and must function as consultants to those who actually make decisions about language planning. For too long linguists have pursued only those aims generated within their own field. They must now broaden their scope to achieve the kind of understanding of language that is necessary for a productive approach to concrete language problems. (Author/PP)

ED 095 699 FL 006 120

Pascual, Henry W.

Bilingual Education for New Mexico Schools.

Pub Date 73

Note—24p.

Available from—Curriculum Materials Clearinghouse, Xerox University Microfilms, 300 N. Zeeb Road, Ann Arbor, Michigan 48106 (Order No. CB00136, MF-$1.00, HC-$6.00)

Document Not Available from EDRS.

Descriptors—*Biculturalism, *Bilingual Education, Bilingualism, Bilingual Schools, Curriculum Guides, *Curriculum Planning, *Educational Policy, Language Programs, Second Language Learning

Identifiers—*New Mexico

Bilingual education (BE) has long been established in Mexico, Peru, the U.S.S.R., the Philippines, and a number of other nations in order to teach both the vernacular and official languages. In the United States, BE has received increased attention since the passage of the National Bilingual Education Act and Title VII legislation. Evaluation reports from New Mexico's bilingual programs in Las Cruces, Albuquerque, and Artesia demonstrate that there are still questions to be answered and disagreements to be reconciled as to the basic definition and scope of BE. Areas of disagreement among educators are: (1) use of the vernacular versus a standardized version of the child's mother tongue, (2) amount of time devoted to non-English language instruction, (3) qualifications of bilingual teachers, (4) types of instructional materials, (5) basic purposes, and (6) extent of the program after grade 3. Two types of BE programs serve as models. The acculturation model is for children with limited English competence for whom initial instruction in the vernacular is phased out gradually in the primary grades as the students acquire a better command of English. The maintenance and expansion model, for grades 1-12, is designed to graduate literate bilingual students who are functional in two languages and cultures. A curriculum plan for the second model and comments on community involvement, costs, and teacher competencies are provided. (LG)

ED 095 700 FL 006 137

Gonzalez, Gustavo

The Phonology of Corpus Christi Spanish. Final Report. Summary of Part 1.

Southwest Educational Development Lab., Austin, Tex.

Note—12p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Child Language, Descriptive Linguistics, Grade 1, *Language Development, Language Patterns, Language Research, *Linguistic Competence, Phonemics, *Phonology, Pronunciation, *Spanish, Spanish Speaking

Thirteen Mexican-American children in Corpus Christi, Texas, most approximately six years old, were interviewed in Spanish for the purpose of establishing the phonology of their dialect. The linguistic competence of the children, not their performance, was of primary interest. A phonological chart was devised based on the data derived from the interviews. A certain amount of deviation was evidenced as a result of allophonic variation. Other deviations were found, however, that did not involve allophonic variation. These deviations can be grouped into the following six categories of phonological changes: 1) reduction of a consonant cluster; 2) insertion; 3) reduction; 4) vowel change, involving both assimilation and dissimilation; 5) consonant change, in which several specific types of substitution are apparent; and 6) metathesis. It is concluded that the Spanish-speaking first-grader in Corpus Christi is clearly capable of handling his own language. The traces of baby speech noted in this investigation suggest the possibility that the deviations are due partly to the lack of parental correction of speech patterns. However, the language development of these children can be determined only with more research. (LG)

ED 095 701 FL 006 148

The Linguistic Status of Sign Language.

National Swedish Board of Education, Stockholm.

Pub Date Mar 74

Note—9p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Deaf Education, Descriptive Linguistics, Dictionaries, Instructional Materials, Language Development, Language Instruction, *Linguistics, Lipreading, Material Development, *Sign Language, Speech Instruction, Teaching Methods

Identifiers—Sweden, *Swedish

The research project on sign language in progress at the University of Stockholm is intended to: (1) give an account of the structure of sign language, (2) make a structural comparison between Swedish and sign language, and (3) utilize insight gained through the analysis of sign language in the development of teaching materials. The project is described in general introductory terms, with the emphasis on the background, some of the main problems, and a summary of the three principal phases. The total communication method of teaching the deaf, characterized by the simultaneous use of speech and sign language, is discussed; and those procedures used in describing spoken language are applied to the analysis of sign language. It is concluded that the construction of a system for transcribing sign language is possible. In addition to the aims cited above, the anticipated results of the project include: (1) the evaluation of the influence of sign language on linguistic development and learning, (2) the drawing up of proposals for a sign dictionary, (3) the analysis of the linguistic feasibility of the total communication method, (4) the presentation of guidelines for the further development of sign language, and (5) the development of materials for teaching sign language. (PP)

ED 095 702 FL 006 152

Garvey, Catherine Rocklyn, Eugene H.

Development and Evaluation of a Tactical Mandarin Chinese Language Course. Technical Report No. 65-15.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No—AD-629-444; HumRRO-TR-65-15

Pub Date Dec 65

Note—54p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-629 444)

Document Not Available from EDRS.

Descriptors—Course Content, *Course Descriptions, Course Evaluation, Course Objectives, Courses, Independent Study, *Intensive Language Courses, Language Instruction, *Mandarin Chinese, *Military Training, Second Language Learning

To meet the need for a short, self-instructional, tactical language course in a Far Eastern tonal language of potential military significance, a course in Mandarin Chinese was developed by adapting the methods described in Subtask CONTACT II with reference to a European language (Russian). The purpose of the course was to enable combat soldiers to acquire perishable tactical information from newly captured POWs. The course was programed in the format of the Russian model with a major cange in the addition of tone-discrimination and tone-production lessons. Six male students, high school seniors and graduates with varied language-learning aptitudes, took the course and completed it in 61 to 84 hours. Their final test scores, indicating ability to speak and understand all the assigned Chinese vocabulary, ranged from 55 percent to 98 percent correct. In a simulated questioning test, the mean percentage of correctly translated answers was 86 percent. Although low language-learning aptitude was associated with lower scores, the overall achievement appeared to be satisfactory. (Author)

ED 095 703 95 FL 006 163

Beginning English for Adults. Vol. 1, Asian Project.

Los Angeles City Schools, Calif. Div. of Career and Continuing Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Grant—OEG-71-4409

Note—534p.; For related documents, see FL 006 164-170

EDRS Price MF-$0.90 HC-$25.80 PLUS POSTAGE

Descriptors—Adult Education, *Adult Students, *Asian Americans, Audiovisual Aids, Chinese Americans, Curriculum Guides, *English (Second Language), Filipino Americans, *Instructional Materials, Japanese Americans, Korean Americans, Language Instruction, *Second Language Learning, Teaching Guides, Textbooks

This elementary text for teaching English as a second language is the first of a seven-volume series on the teaching of beginning and intermediate English to adults. The series was prepared as part of the ongoing demonstration project entitled Bridging the Asian Language and Cultural Gap. The lessons are designed primarily for Chinese, Japanese, Korean, and Filipino students, but with some relevance for Spanish speakers as well. The materials are situationally oriented in order to foster the development of those communication skills necessary for the student's basic language needs in the English-speaking community. Volume 1 consists of 20 lessons for beginning English, each containing the following components: (1) a lesson guide for teachers, with information on the objectives and structural content of each lesson, cultural notes, instructional aids, and procedures for teaching the lesson; (2) a student leaflet for reading and writing practice and home study; (3) an evaluation lesson guide to check on the achievement of objectives; (4) a student evaluation form; (5) a Chinese supplement for those Chinese students needing special assistance; and (6) a listing of relevant holdup pictures and transparency masters contained in volumes 3 and 4. Optional activities and pronunciation drills are also included in each lesson. (LG)

ED 095 704 95 FL 006 164

Beginning English for Adults. Vol. 2, Asian Project.

Los Angeles City Schools, Calif. Div. of Career and Continuing Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Grant—OEG-71-4409

Note—452p.; For related documents, see FL 006 163-170

EDRS Price MF-$0.75 HC-$22.20 PLUS POSTAGE

Descriptors—Adult Education, *Adult Students, *Asian Americans, Chinese Americans, Curriculum Guides, *English (Second Language), Filipino Americans, *Instructional Materials, Japanese Americans, Korean Americans, Language Instruction, *Second Language Learning, Teaching Guides, Visual Aids

This elementary text for teaching English as a second language is the second volume of the seven-volume Asian Project series for beginning and intermediate English. Volume 2 consists of lessons 21-40, which have the same components as lessons 1-20 of volume 1. Optional activities for additional practice and pronunciation drills are included for each lesson. (PP)

ED 095 705 95 FL 006 165

Beginning English for Adults. Vol. 3, Asian Project.

Los Angeles City Schools, Calif. Div. of Career and Continuing Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Grant—OEG-71-4409

Note—285p.; For related documents, see FL 006 163-170

EDRS Price MF-$0.75 HC-$13.80 PLUS POSTAGE

Descriptors—Adult Education, *Adult Students, *Asian Americans, Chinese Americans, Curriculum Guides, *English (Second Language), Filipino Americans, *Instructional Materials, Japanese Americans, Korean Americans, Language Instruction, *Second Language Learning, *Visual Aids

This volume of visual aids is designed to accompany volumes 1 and 2 of the Asian Project series for the teaching of English as a second language to adults. The drill pictures presented here are coordinated with the dialogues and exercises in each lesson. They are in black and white and 8 1/2 by 11 inches in size. (PP)

ED 095 706 95 FL 006 166

Beginning English for Adults. Vol. 4, Asian Project.

Los Angeles City Schools, Calif. Div. of Career and Continuing Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Grant—OEG-71-4409

Note—167p.; For related documents, see FL 006 163-170

EDRS Price MF-$0.75 HC-$7.80 PLUS POSTAGE

Descriptors—Adult Education, *Adult Students, *Asian Americans, Chinese Americans, *English (Second Language), Filipino Americans, *Instructional Materials, Japanese Americans, Korean Americans, Language Instruction, *Second Language Learning, Visual Aids

This collection of visual aids is the fourth volume of the seven-volume Asian Project series for the teaching of English as a second language to adults. It contains transparency masters designed to accompany the dialogues and drills of the lessons in volumes 1 and 2. (PP)

ED 095 707 95 FL 006 167

Intermediate English for Adults. Vol. 5, Asian Project.

Los Angeles City Schools, Calif. Div. of Career and Continuing Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Grant—OEG-71-4409

Note—193p.; For related documents, see FL 006 163-170

EDRS Price MF-$0.75 HC-$9.00 PLUS POSTAGE

Descriptors—Adult Education, *Adult Students, *Asian Americans, Chinese Americans, *English (Second Language), Filipino Americans, Instructional Materials, Japanese Americans, Korean Americans, Language Instruction, Second Language Learning, *Spanish Speaking, *Textbooks

This intermediate English text is the fifth in a seven-volume series of curriculum materials for the teaching of English as a second language to Asian students and Spanish speakers. It is designed specifically for those students who have already had some English instruction, but who need extensive practice in listening and speaking. The intermediate course is not intended to follow the beginning course consecutively, though it has the same linguistic and pedagogical framework. Each of the 30 units consists of three parts: (1) the dialogue, (2) the structure lesson and exercises, (3) the reading selection and exercises for discussion and writing. The grammar and vocabulary of each lesson are presented through the dialogues which are based on real-life situations. The grammar is loosely sequenced according to the following considerations: (1) relative simplicity or complexity, (2) logical progression, (3) usefulness in every day situations, (4) patterns of wide applicability, and (5) structures contrasting with native languages. The lessons were reviewed and field-tested by representative adult ESL teachers in the Los Angeles Unified School District with students from all language backgrounds. (Author/PP)

ED 095 708 95 FL 006 168

Pronunciation Lessons for Adults. Vol. 6, Asian Project.

Los Angeles City Schools, Calif. Div. of Career and Continuing Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Grant—OEG-71-4409

Note—111p.; For related documents, see FL 006 163-170

EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE

Descriptors—Adult Education, *Adult Students, *Asian Americans, Chinese Americans, Contrastive Linguistics, *English (Second Language), Filipino Americans, Instructional Materials, Japanese Americans, Korean Americans, Language Instruction, *Pronunciation Instruction, Samoan, Second Language Learning, *Spanish Speaking, *Textbooks

This pronunciation text is the sixth in a seven-volume series of curriculum materials for the teaching of English as a second language to adults. The lessons are designed specifically for Asian students and Spanish speakers, focusing mainly on the English sounds that are absent in the non-English languages. The lesson sequence does not reflect a hierarchy of difficulty. The sounds are presented according to the points and manner of articulation for the consonants and the tongue position for the vowels. Each lesson presents a vowel or a consonant pair in contrast, illustrated through drill pictures and facial diagrams. The build-up exercises proceed from minimal pair drills, to phrase dills, to sentence drills, and provide practice in both listening and production. Facial diagrams and holdup pictures are provided for each drill. Optional drill exercises and sentence exchanges which permit contextual practice are included. Suggested procedures for using the lesson appear on each lesson sheet. A summary chart comparing English sounds with the sounds of Cantonese, Mandarin, Japanese, Korean, Samoan, Tagalog, and Spanish and facial diagram showing the speech organs involved in sound production are included for reference. (Author/PP)

ED 095 709 95 FL 006 169

Bridging the Asian Language and Cultural Gap. A Handbook for Teachers. Vol. 7, Asian Project.

Los Angeles City Schools, Calif. Div. of Career and Continuing Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Grant—OEG-71-4409

Note—77p.; For related documents, see FL 006 163-170

EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE

Descriptors—Adult Education, *Adult Students, *Asian Americans, Chinese Americans, *English (Second Language), Filipino Americans, Japanese Americans, Korean Americans, Language Instruction, Samoan, Second Language Learning, *Spanish Speaking, *Teaching Guides

This handbook for teachers is the seventh and final volume in the series of Asian Project curriculum materials for the teaching of English as a second language to adults. The three basic components of the handbook--the phonological, the syntactical, and the cultural--are intended to pro-

vide teachers of Asian students with background information which will help them better understand the problems and needs of their students. The information included focuses on Chinese, Japanese, Korean, and Filipino students. A brief survey of the pronunciation problems of Samoan students appears in the appendix. Since Asian students are often found in classes containing many Spanish speakers, a Spanish component has been added. A bibliography concludes the handbook. (PP)

ED 095 710 95 FL 006 170
Visuals for Intermediate English for Adults. Asian Project.
Los Angeles City Schools, Calif. Div. of Career and Continuing Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 74
Grant—OEG-71-4409
Note—33p.; For related documents, see FL 006 163-169
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Adult Education, *Adult Students, *Asian Americans, Chinese Americans, *English (Second Language), Filipino Americans, Instructional Materials, Japanese Americans, Korean Americans, Language Instruction, Second Language Learning, *Spanish Speaking, *Visual Aids
This collection of visual aids is designed to accompany volume 5 of the Asian Project series for the teaching of English as a second language to adults. It includes drill pictures for 29 of the 30 lessons in the text. (There is no picture for Lesson 27.) (PP)

ED 095 711 FL 006 182
Starosta, Stanley
Causative Verbs in Formosan Languages. Preliminary Version. Working Papers in Linguistics, Vol. 5, No. 9.
Hawaii Univ., Honolulu. Dept. of Linguistics.
Pub Date Oct 73
Note—70p.; Paper presented at the International Conference on Comparative Austronesian Linguistics (1st, Honolulu, Hawaii, January 1974)
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*Descriptive Linguistics, Generative Grammar, Grammar, Linguistics, *Malayo Polynesian Languages, Sentence Structure, Syntax, *Verbs
Identifiers—Amis, Bunun, *Formosan Languages, Rukai, Saisiyat, Seedig, Taiwan, Tsou
This research is the result of 10 weeks of field work in Taiwan during the summer of 1972. It consists of a description, analysis, and comparison of the morphologically marked causative verbs in Rukai, Bunun, Tsou, Anis, Seedig, and Saisiyat. The theoretical framework employed is a type of case grammar referred to as "lexicase," a generative but nontransformational approach to syntax. The different approaches taken by several linguists to the problem of causation constructions are described, and then each of the six languages is considered independently. It is concluded that there is one typological characteristic common to all the languages studied, the clear and fundamental division of verbs into two classes, active and passive. (PP)

ED 095 712 FL 006 185
Leino, Anna-Liisa
English School Achievements and Some Student Characteristics II. On the Relationships of Motivational and Auditory Variable to English School Achievements. Final Analyses. Research Bulletin No. 40.
Helsinki Univ. (Finland). Inst. of Education.
Report No—RB-40
Pub Date Mar 74
Note—52p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*Achievement Rating, *Auditory Discrimination, *English (Second Language), Intelligence Factors, Language Instruction, *Learning Motivation, Secondary School Students, Second Language Learning, *Student Characteristics, Student Evaluation, Tables (Data)
A study was conducted to examine school achievement in English and its relationship to personality, intelligence, motivation, and auditory ability factors. This report is a continuation of a previous one (Leino 1972) in which the relationships of personality and intelligence to foreign language teaching were investigated. The population studied consisted of Finnish secondary students in their sixth year of foreign language study The motivational and auditory variables in foreign language learning were related to school achievement in English, in order to discern what variables in each predictor group (personality, intelligence, motivation, and auditory ability) can best predict these achievements. A questionnaire rating English as to its pleasantness, importance, and difficulty was used to measure motivation. Auditory variables were measured by sound discrimination and sound-symbol association tests based on tape recordings of an unfamiliar language and nonsense English words. The results showed that English language skills as measured by the instruments of this research were best predicted in most analyses by reasoning ability and the ease and pleasantness of English. Personality played only a minor role. (LG)

ED 095 713 FL 006 220
Terrebonne, Robert A.
A Variable Rule Analysis of the Indefinite Article "An."
Pub Date 28 Dec 73
Note—27p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Diego, California, December 1973)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—American English, Analysis of Variance, Computer Programs, Descriptive Linguistics, *Determiners (Languages), *Language Patterns, *Language Usage, Linguistic Theory, Negro Dialects, *Nonstandard Dialects, *Speech Habits, Standard Spoken Usage, Tables (Data)
This variable rule analysis of the indefinite article "an" was done by means of a computer program developed by H. Cedergren and D. Sankoff of Montreal. The data was collected from 45-minute interviews with three different groups of college students essentially alike in age: (1) 13 whites from Louisiana, (2) 12 blacks from southwestern Ohio, and (3) 10 whites from southwestern Ohio. Attempts were made to induce the production of "an" by three different tests or linguistic "games." The following conclusions were drawn: (1) There is a wide variation in the pronunciation of the indefinite article before beginning with a vowel. It is often "schwa," and sometimes the article is dropped entirely. Reduction of "an" to "schwa" occurs most frequently for black speakers. (2) Where there is evidence of style shifting for the black informants because of the race of the interviewer, the variation between "schwa" and "an" does not show style shifting. (3) The feature that favors the deletion of /n/ the most is a pause between the article and the following word. It is noted that more data from a wider range of social classes, ages, and styles, and from more varied geographic regions, are needed to substantiate this work. (PP)

ED 095 714 FL 006 239
Le Faivre, Rick
Implementation of a Generative Computer-Assisted Instruction System on a Small Computer.
Wisconsin Univ., Madison. Dept. of Computer Sciences.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—PB-231-875
Pub Date Apr 73
Note—42p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (Order No. PB-231 875, MF-$1.45, HC-$3.25)
Document Not Available from EDRS.
Descriptors—*Computer Assisted Instruction, Computers, Computer Science, English, *German, Languages, Programing Languages, Reports
Identifiers—Minicomputers, PDP12 Computers
The paper gives a brief overview of several 'traditional' approaches to computer-assisted instruction (CAI). A new CAI language is then described which allows the user to write programs which generate both questions and answers with a minimum of programming effort. An implementation of the described system is discussed in detail, followed by a description of a sample program which drills the student in German-English translation by generating sentences whose complexity is a function of performance. (Author)

ED 095 715 FL 006 244
Koyuk Reader.
Alaska State-Operated Schools, Anchorage.
Pub Date 74
Note—99p.
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—American Indian Languages, *Bilingual Education, *Elementary Grades, *Eskimos, Instructional Materials, Reading Instruction, *Reading Materials
Identifiers—Alaska, *Koyuk
This elementary language text, designed for children in a bilingual Koyuk-English program, contains one story about the daily life of a family in Koyuk, Alaska. The material is presented in alternating pages of Koyuk and the English translation, with many illustrations depicting events in the story. (LG)

ED 095 716 FL 006 332
Bouma, Lowell
Asking the Right Questions in FL Instruction: Why, When, How.
Pub Date [74]
Note—21p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Conversational Language Courses, German, *Language Fluency, *Language Instruction, Language Learning Levels, Language Proficiency, *Questioning Techniques, *Reading Material Selection, *Second Language Learning, Teaching Techniques
The use of questions in the target language on reading material is an important teaching aid in developing a working command of the spoken language in introductory FL courses. The best use of reading material in the early stages of second language acquisition is as an aid to communicating in the target language. Consequently, reading material should be chosen not for the literary value or relevance of its content but for the simplicity of its vocabulary and grammatical structures. Questions about reading should be based on the need for structural manipulation of the language, rather than on teaching the content. A demonstration of the question-asking procedure using an introductory German text illustrates the quantity and variety of questions that can be constructed on the basis of a short passage. These questions involve transformations, forcing the student to create new sentences in answering, and can serve to teach verb endings, usage of adverbials, and other difficult German structures. The use of such questions in the teaching of a second language should serve as a transitional stage between learning basic grammatical structures and using the language in conversation. (LG)

ED 095 717 FL 006 339
Glassman, Eugene H.
Model Verbs in Spoken Dari. Revised.
Pub Date 73
Note—47p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Descriptive Linguistics, Grammar, Language Usage, *Persian, Sentence Structure, *Standard Spoken Usage, Structural Analysis, Structural Grammar, *Verbs
At the beginning of this study a chart is given to illustrate the 13 basic verb forms of Dari (the term given to Persian spoken in Afghanistan). The verbs are then described individually in terms of their usage in sentences. The approach combines form and function to an extent not normally attempted in grammar. Two hundred forty-four verb functions are described in ordinary, nontechnical terms. An index is provided giving all of the key words found in the headings and in the English translations of the example sentences, as well as commonly used grammatical terms in English. (PP)

ED 095 718 FL 006 348
Papalia, Anthony And Others
Alternatives in the Second-Year Language Courses: A Report for the Departments of Foreign Languages at SUNY/Buffalo.
State Univ. of New York, Buffalo.
Pub Date [74]

Note—43p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*College Language Programs, Cultural Enrichment, Curriculum Guides, Language Enrollment, *Language Instruction, Language Learning Levels, Modern Language Curriculum, *Second Language Learning, *Teaching Methods

A series of discussions among members of the language departments at SUNY/Buffalo was held to examine ways of improving language teaching methodology in the college, particularly at the second-year level. The suggestions resulting from these meetings are offered as a practical response to the decreased enrollment in language courses. The suggestions cover the following topics: (1) changing trends in education, which enable the instructor to have a pluralistic approach to teaching, diversifying techniques to suit individual needs; (2) alternatives to textbook teaching for second-year language students; (3) small groups for the language classroom; (4) integration of visual media at the second-year level of language instruction, including cinema, shorts, and commercials in foreign languages; (5) mini-courses, an option for third-year students, as a means of arranging course content according to the students' interests and abilities; (6) use of advanced students as teaching aides in second-year language courses; (7) orientation and training of new teaching assistants; (8) the use of foreign language houses in which students of all levels could experience "total immersion" in the foreign culture; and (9) alternative careers for language students including a modified curriculum with career orientation. (LG)

ED 095 719 FL 006 354
Silva, Clare M. Zwicky, Arnold M.
Discord. Working Papers in Linguistics, No. 16.
Ohio State Univ., Columbus. Dept. of Linguistics.
Pub Date Oct 73
Note—14p.; Paper presented at the Annual Colloquium on New Ways of Analyzing Variation (2nd, Washington, D. C., October 1973)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Classification, Descriptive Linguistics, *English, *Language Styles, Language Usage, Models, Phonology, Speech Habits, Standard Spoken Usage, Syntax, Vocabulary

The distinction between formal and casual English as reflected in the lexicon, in phonology, and in syntax is studied. Formality is treated as separate from other categorizations of language such as geographical origin of the speaker, social class of the participants, or specific context of discourse. The study was restricted mainly to the use of two informats. A categorization of lexical entries and rules into three stylistic levels--formal, netural, and casual--is rejected as insufficiently detailed. Sentences exhibiting stylistically discordant elements are then used to get at fine distinctions in level. A more complex gradation model by which each linguistic element is assigned a value between -10 and +10 is outlined. The degree of stylistic deviance of a sentence is then calculated as the difference between the values of the most extreme elements in it. Within the framework given here, the linguist must determine which phonological and syntactic rules and lexical entries are stylistically marked and assign them values in a way that predicts the correct ordering of both elements and discords. Ways in which the more complex model could fail to be adequate are also discussed. (PP)

ED 095 720 FL 006 355
Silva, Clare M.
Adverbial --ing. Working Papers in Linguistics, No. 16.
Ohio State Univ., Columbus. Dept. of Linguistics.
Pub Date Dec 73
Note—5p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Adverbs, *Descriptive Linguistics, English, *Form Classes (Languages), Grammar, *Semantics, Sentence Structure, Syntax, Verbs

The present study analyzes the "ing" forms that follow deictic verbs of movement, including "go," "come," "take," "bring," and "carry." Many examples are given to support the theory that the "ing" forms are not verbs or nouns, but rahter adverbials and that these adverbials are members of a class that refers to activities characterized by certain general semantic properties: (1) the activity is recreational; (2) it is physical; (3) it is relatively unstructured as far as game-like rules are concerned; (4) it involves continued motion from one undetermined location to another; and, for one subset of forms, (5) the activity involves seeking out and attempting to take or acquire some physical object(s). (PP)

ED 095 721 FL 006 357
Zwicky, Arnold M.
Bibliography III. Forestress and Afterstress, Compounds and Phrases. Working Papers in Linguistics, No. 16.
Ohio State Univ., Columbus. Dept. of Linguistics.
Pub Date Dec 73
Note—8p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Adjectives, *Bibliographies, *Linguistics, Linguistic Theory, Literature Reviews, Morphology (Languages), *Nominals, Phrase Structure, *Suprasegmentals, Transformation Theory (Language)

The 22 entries of this bibliography constitute a survey of linguistic literature published between 1914 and 1973 on forestress and afterstress in noun compounds and phrases in English. The bibliography is actually divided into three sections. In Part 1, the introductory remarks, a summary of the various approaches to the problem of compounds and stress is given. In the second part, the contributions of transformational literature are studied. A list of explantory footnotes is included. The final section consists of the bibliographic citations. (PP)

ED 095 722 FL 006 432
Grittner, Frank M.
Student Motivation, Foreign Language Bandwagons and Instructional Realities.
Pub Date 27 Apr 74
Note—9p.; Paper presented at the Utah Foreign Language Association Spring Conference (April 27, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Course Content, *Effective Teaching, Individualized Instruction, *Language Instruction, Memorizing, Second Language Learning, *Student Interests, *Student Motivation, Systems Approach, *Teaching Methods

A word of caution is needed about the tendency of language teachers to seize on simplistic and unproven solutions to complex problems. For example, the concept of individualization, when it is limited to having students work in isolation to fulfill mechanically-prescribed objectives, should be questioned. The so-called "systems approach" to foreign language learning simply attempts to do more efficiently the same depersonalizing things that caused the educational problems. If the learning experience is to have any permanent value for the student, he must perceive what he is learning as intimately involved with his own self-fulfillment. Student interest and motivation are the keys to success. Foreign language teachers have in the past made the mistake of introducing too much content at too fast a rate. Textbooks should be used as basic resources rather than as basic curricula, and undue emphasis must not be placed on the quantity of material a teacher covers. Students must be given a chance to do something with the language they are learning, to use it instead of simply memorizing it. Teachers must choose course content on the basis of the following three questions: (1) Is it a genuine sample of cultural and linguistic material? (2) Does it fit the student's level of maturity and intellectual development? (3) Will the student find it interesting and worthwhile? (PP)

HE

ED 095 723 HE 005 665
Starnes, Suzanne
Education as Process at Austin College. Planning for Higher Education; v3 n3:6/6 June 1974.
Society for Coll. and Univ. Planning, New York, N.Y.
Pub Date Jun 74
Note—4p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—College Students, *Curriculum Development, *Curriculum Planning, Educational Change, *Educational Innovation, Educational Programs, *Higher Education, *Interdisciplinary Approach, Student Development
Identifiers—*Austin College, IDEAS

This document describes a new curriculum and educational program at the Austin College. The program, Individual Development: Encounter with the Arts and Sciences (IDEAS), focuses on the individual development of each student. Emphasis is placed on Austin's movement toward reform, the planning effort to implement the new curriculum, curriculum and scheduling, required interdisciplinary courses, the total institutional project, repercussions throughout the College, evaluation of the students, the goals and objectives of the program, and needed change in institutional structures. (MJM)

ED 095 724 HE 005 676
Barduhn, Allen J. And Others
The 1970-1972 Assembly on University Governance at Syracuse University. Final Report.
Syracuse Univ., N.Y.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date Mar 74
Note—155p.
EDRS Price MF-$0.75 HC-$7.80 PLUS POSTAGE
Descriptors—*Committees, *Governance, *Higher Education, *Policy Formation, Reports, *University Administration
Identifiers—*Syracuse University

This final report provides a summary of the background, activities, and recommendations of the Assembly on University Governance at Syracuse University. Chapters cover events leading up to the Assembly, the preparatory commission, early proceedings of the governance Assembly and its committees, preparation and Assembly consideration of the structures committee report, proposal of the Assembly on University Governance, the plebiscites, and appraisal of the Governance Assembly. Appendices include resolutions passed, reports of the Senate Committee on Governance, apportionment of the assembly with delegate selection procedures, a keynote address concerning governing the university, bylaws and rules of the Assembly, report of the structures committee to the assembly on university governance, minority report of the structures committee, and statements for and against the final report. (Author/MJM)

ED 095 725 HE 005 743
The Commission on Student Life. A Study and Report, September 1972.
University of Southern California, Los Angeles.
Pub Date [72]
Note—113p.
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—*College Students, *Educational Environment, *Educational Experience, Foreign Students, *Higher Education, Minority Groups, Student Attitudes, *Student Development, Student Organizations, Student Participation
Identifiers—*University of Southern California

This document presents the report of the Commission on Student Life at the University of Southern California (USC). Following a rationale for the study, chapters cover academic environment and student development; university life, programs, and activities; university residential life; university policy; university chaplain and campus ministry; post-baccalaureate students; minority students and services; international students and services; general student services; and the student affairs division. (MJM)

ED 095 726 HE 005 744
Kerr, Clark
The Administration of Higher Education in an Era of Change and Conflict.
Illinois Univ., Champaign. Div. of Higher Education.
Pub Date Oct 72
Note—32p.; Speech presented as the First David D. Henry Lecture, University of Illinois at Urbana-Champaign, October 10-11, 1972
Available from—Division of Higher Education, University of Illinois at Urbana-Champaign 341 Armory Building, Champaign, Illinois 61820

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Administrative Problems, *Administrator Role, Chief Administrators, *Educational Administration, Educational Change, *Higher Education, *Presidents, Social Change, Speeches
This document presents a speech concerned with the administration of higher education in an era of change and conflict. Emphasis is placed on the variable context of administration, change, conflict, and responses to the new context. The role and the fate of the president are discussed as indicative of the position in which other administrative officers have found themselves in the past and do find themselves now. Responses to this speech are included. (MJM)

ED 095 727 HE 005 745
Hartman, Robert W.
Financing the Opportunity to Enter the "Educated Labor Market." General Series Reprint No. 285.
Brookings Institution, Washington, D.C.
Pub Date 74
Note—29p.
Available from—Publications Sales, The Brookings Institution, 1775 Massachusetts Avenue, N.W., Washington, D.C. 20036 (Free)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Educational Economics, *Educational Finance, *Employment Opportunities, *Higher Education, Job Market, *Labor Market, Manpower Needs, Student Loan Programs
In 1980, about 1,100,000 newly minted bachelor's and first professional degree holders will enter the labor market if past trends continue. The financing patterns for higher education that develop in the next decade may be expected to have an impact on the characteristics of these new labor-supply entrants. The first part of this paper describes some alternative patterns of higher education financing that may emerge in the 1970's. The second section deals with how each alternative may be expected to affect three characteristics of the highly educated labor supply: their number and educational attainments, their socioeconomic backgrounds, and the appropriateness of their training for the manpower demands of the future. The third section contains an analysis of job preferences and labor force effort and participation rates, with an emphasis on the effect of student loan financing on these characteristics. Finally, the fourth section contains an evaluation of the previous parts and a discussion of the policy implications. (Author/MJM)

ED 095 728 HE 005 747
Blessing, James H.
Graduate Education: An Annotated Bibliography. Bulletin 1961, No. 26.
Office of Education (DHEW), Washington, D.C.
Pub Date 61
Note—156p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.60)
EDRS Price MF-$0.75 HC-$7.80 PLUS POSTAGE
Descriptors—*Annotated Bibliographies, *Graduate Professors, *Graduate Students, *Graduate Study, *Higher Education
This annotated bibliography is a survey of generally available studies and commentaries dealing with graduate education covering a 4-year period, 1957-60. Citations cover the areas of history and the nature of graduate education; organization, administration, and support; graduate programs; the graduate student; the graduate faculty and faculty scholarship and research; and directories and bibliographies. Only published works are listed, including some mimeographed or multilithed monographs. (MJM)

ED 095 729 HE 005 771
Bower, James R. And Others
The AACRAO-AID Participant Selection and Placement Study. Report to the Office of International Training, Agency for International Development, U. S. Department of State.
American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.
Spons Agency—Agency for International Development (Dept. of State), Washington, D.C. Office of International Training.
Pub Date Mar 71
Note—196p.
Available from—American Association of Collegiate Registrars and Admissions Officers, 1 Dupont Circle, Suite 330, Washington, D. C. 20036
EDRS Price MF-$0.75 HC-$9.00 PLUS POSTAGE
Descriptors—Academic Achievement, College Students, *Exchange Programs, *Foreign Students, *Higher Education, *International Programs, Program Evaluation, Research Projects, Selection, *Student Placement, Success Factors
The U. S. Agency for International Development (AID) contracted with the American Association of Collegiate Registrars and Admissions Officers (AACRAO) to provide professional consultant services and academic credential analysts to improve the selection and admission of AID-sponsored participants (foreign students) for study in U. S. academic institutions of higher education. This study assesses the effectiveness of the selection and placement of AID-sponsored academic participants in U. S. universities and colleges and suggests how the total process can be improved. Summary observations and recommendations concern: the participant and what he accomplished, assessment of tests and the prediction potential, some particular points for the attention of management, recommendations for AID, study outcomes as seen from an institutional viewpoint, and study outcomes from the viewpoint of international educational exchanges. (MJM)

ED 095 730 HE 005 772
Gardner, David Pierpont Zelan, Joseph
A Strategy for Change in Higher Education: The Extended University of the University of California.
Organisation for Economic Cooperation and Development, Paris (France).
Pub Date 74
Note—41p.; Background material for the Conference on Future Structures of Post-Secondary Education, Paris, France, June 1973
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Educational Change, *Educational Innovation, *Educational Needs, *Extension Education, *Higher Education, Part Time Students, Post Secondary Education, Program Descriptions, University Extension
Identifiers—*University of California Extended University
This report is one of a series of background studies especially prepared for the Conference on Future Structures of Post-Secondary Education held in Paris in June 1973. Following a discussion of the stimuli for change and responses to this stimuli in American higher education, a detailed description of the Extended University of the University of California (UC) is presented. Emphasis is placed on strategic options, the program, the research, a survey of UC undergraduates, and the need for alternatives. Appendixes include the survey methodology and a brief description of various alternative approaches in higher education. (MJM)

ED 095 731 HE 005 791
Cooperative Programs in Minnesota Post-Secondary Educational Institutions.
Minnesota Higher Education Coordinating Commission, St. Paul.
Pub Date Apr 73
Note—73p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—College Faculty, *College School Cooperation, *Cooperative Programs, *Higher Education, *Interinstitutional Cooperation, Program Descriptions, *School Registration
Identifiers—*Minnesota
This report provides information from a survey of Minnesota postsecondary educational institutions relating to interinstitutional cooperative activities and programs. Minnesota cooperative programs are identified as voluntary activities of postsecondary institutions to provide additional, more qualitative, or more economical educational opportunities and services to students. Efforts have been made to improve programs through joint use of scholars and artists-in-residence and other resource people. Some institutions have expanded programs with cross-registration of students between cooperating institutions. Some economy has been achieved through jointly operated cooperative programs, but most programs require an additional expenditure of the participating institutions. (Author)

ED 095 732 HE 005 798
Nolfi, George J. Nelson, Valerie I.
Strengthening the Alternative Postsecondary Education System: Continuing and Part-Time Study in Massachusetts. Volume 1--Summary Report and Recommendations; Volume 2--Technical Report.
University Consultants, Inc., Cambridge, Mass.
Spons Agency—Massachusetts Advisory Council on Education, Boston.
Pub Date Sep 73
Note—1,061p.
EDRS Price MF-$1.80 HC-$51.00 PLUS POSTAGE
Descriptors—*Continuous Learning, Economic Development, Educational Administration, Educational Finance, Educational Technology, *Higher Education, Interinstitutional Cooperation, Manpower Needs, Open Education, *Part Time Students, *Post Secondary Education, *Statewide Planning, Statistical Data
Identifiers—*Massachusetts
This document presents Parts 1 and 2 of a study of continuing and part-time study in Massachusetts. Part 1, summary report and recommendations, is a review of: criteria for shaping a new public policy for continuing education in Massachusetts, the phenomenon of continuing and part-time postsecondary education, the present system of part-time and continuing education, and recommendations. Recommendations cover strengthening the alternative system, interinstitutional cooperation and coordination, statewide planning coordination and program review, access, finance, institutions of the core and the periphery, organization and management in public and private institutions, organizing and using available educational technology, potential user demand estimation as a basis for planning continuing education, continuing education and the economy, and the role of the proposed Massachusetts open university as part of the alternative postsecondary education system. Part 2, the technical report, presents statistical data and other necessary materials to support the recommendations. (MJM)

ED 095 733 HE 005 803
Johnson, Jeffrey N.
University of Minnesota Faculty Participation in the University Without Walls.
University Without Walls, Minneapolis, Minn.
Pub Date 24 Jun 74
Note—25p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*College Faculty, Experimental Colleges, *External Degree Programs, *Higher Education, Research Projects, *Teacher Characteristics, *Teacher Participation
Identifiers—*University of Minnesota, University Without Walls, UWW
This study offers a preliminary description of the faculty members at the University of Minnesota who have worked with University Without Walls (UWW) students outside of the conventional classroom setting. The American Council on Education Faculty questionnaire was sent to 141 university faculty members; 53 percent responded. Findings indicated: (1) University faculty participants in UWW are likely to be of senior rank. (2) On other demographic variables, UWW faculty do not differ significantly from the university faculty at large. (3) UWW faculty participants express greater interest in teaching than research, and the majority feel that a faculty member's teaching effectiveness, not publications, should be the primary criterion for promotion and tenure. (4) Only 10 percent of the faculty prefer to rely only on the UWW model of one-to-one advising of the sort provided in UWW; most prefer a combination of teacher-student patterns of interactions. (5) The majority of respondents are in agreement with UWW's goals of helping students to learn how to learn and to achieve a liberal education. (6) The majority of respondents worked with more than one UWW student, and there is a tendency for individual university faculty members to be repeatedly contacted for service in UWW. Additional findings and conclusions are given. (MJM)

ED 095 734 HE 005 807
Programmatic Planning [Montana]. Technical Group Report No. 8.

Montana Commission on Post-Secondary Education, Helena.
Pub Date May 74
Note—169p.
EDRS Price MF-$0.75 HC-$7.80 PLUS POSTAGE
Descriptors—Cooperative Programs, Curriculum Planning, Enrollment, Governance, Graduate Study, Graduate Surveys, *Higher Education, *Post Secondary Education, *Program Planning, *Statewide Planning
Identifiers—*Montana
This is one of a series of reports by technical consulting groups that are advisory to the Montana Commission on Post-Secondary Education. The primary purpose of these reports is to provide the commission with information relevant to its task of developing plans for the future of Montana postsecondary education. The technical group was required: (1) to inventory all programs, courses, and sections, their enrollments for the last 3 years, and the number of graduates of each program; (2) to summarize current institutional plans and priorities for addition, deletion, and expansion of programs; (3) to describe current procedures and criteria for program initiation, review, and termination; (4) to make recommendations for improvement of the planning process. Contained in this document is the response to the requirements concerning all institutions in Montana: colleges, universities, community colleges, and vocational-technical institutes. Each institution prepared a statement regarding the recommendations on the improvement of the planning process. Appendices include: graduate programs at Montana's higher education institutions; cooperative programs; governance responsibilities; and curriculum proposals. (Author/PG)

ED 095 735 HE 005 808
Schaefer, John P.
President's Report: University of Arizona, A Decade of Progress 1963-1973.
Arizona Univ., Tucson.
Pub Date [74]
Note—46p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Annual Reports, *Higher Education, Program Descriptions, *Research, *Special Services, *State Universities, *University Administration
Identifiers—*University of Arizona
This document presents the president's report of the progress of the University of Arizona, 1963-1973. Following the president's message, emphasis is placed on a description of the university; a historical description of each of the colleges within the university; the significance and review of university research activities; and the special services the university provides to the students, the community, the state, and the nation. (Author)

ED 095 736 HE 005 809
Revised Recommendations. Commission on Post-Secondary Education (Montana).
Montana Commission on Post-Secondary Education, Helena.
Pub Date Jun 74
Note—54p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*Educational Accountability, Educational Finance, *Educational Objectives, Educational Planning, Educational Policy, *Governance, Health Education, *Higher Education, Post Secondary Education, Proprietary Schools, *Tenure
Identifiers—*Montana
This document presents the recommendations of the Montana Commission on Post-Secondary Education. Recommendations concern goals and accountability, institutional missions, governance, planning, educational policies, special subjects, tenure and staffing, health care education, Native American education, proprietary education, and financing. (MJM)

ED 095 737 HE 005 810
Fiscal And Budgetary Information [Montana]. Technical Group Report No. 4.
Montana Commission on Post-Secondary Education, Helena.
Pub Date May 74
Note—265p.
EDRS Price MF-$0.75 HC-$12.60 PLUS POSTAGE
Descriptors—*Budgets, Community Colleges, Costs, Educational Administration, *Educational Finance, Expenditures, Facility Planning, *Higher Education, Program Budgeting, *Statewide Planning, Vocational Education
Identifiers—*Montana
This is one of a series of reports by technical consulting groups that are advisory to the Montana Commission on Post-Secondary Education. The data and recommendations presented in these reports reflect the work of the technical group and its members and not the views of the commission itself. The primary purpose of these reports is to provide the commission with information relevant to its task of developing plans for the future of Montana postsecondary education. The Technique Group on Fiscal and Budgetary Information Committee has a diverse membership ranging from a legislator and state administrator to business officers and fiscal experts of various Montana postsecondary institutions. The committee's report consists of five sections: (1) a trend analysis of the income and expenditures of Montana's public postsecondary educational institutions; (2) an extensive examination of costs by discipline and level; (3) a discussion of the uses and misuses of cost information; (4) an historical review of facilities planning and budgeting procedures in Montana and a discussion of possible alternative procedures; and (5) budgetary recommendations. Appendixes include worksheets from the university system, the community colleges, and the vocational-technical institutes. (Author/PG)

ED 095 738 HE 005 811
Pingree, Suzanne Butler-Paisley, Matilda
Attitudes Toward Hiring a Professional Couple: Results of a Recent Survey.
Pub Date 18 Apr 74
Note—24p.; Paper presented at the Symposium on Academic/Professional Women in Communication and Related Fields, International Communication Association (New Orleans, Louisiana, April 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Administrator Attitudes, *College Faculty, *Employer Attitudes, Employment Practices, *Higher Education, *Marriage, *Professional Occupations, Research Projects, Working Women
A questionnaire, sent to the chairperson of either the psychology or the sociology department of all colleges and universities in the United States, explored the extent and nature of attitudes about hiring Ph.D. couples in the same department. A total of 2,027 colleges and universities comprised the sample group; however, only 16 percent (329) returned the questionnaire. Results indicate that administrators who would oppose hiring a husband-wife team in the same department are in the minority, and that antinepotism policies and attitudes are no longer prevalent. The 33 percent of department chairpersons who did respond in the bottom third of the scale are a sizeable minority. It is possible that nearly a third of the time the Ph.D. couple will be greeted with a chairperson who at least actively opposes their candidacy for two positions in her/his department. Advantages and disadvantages to both the department and to the couple are indicated. (MJM)

ED 095 739 HE 005 812
Carter, Grace M. And Others
Federal Manpower Legislation and the Academic Health Centers: An Interim Report.
Rand Corp., Santa Monica, Calif.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.; Health Resources Administration (DHEW/PHS), Bethesda, Md.
Report No—R-1464-HEW
Pub Date Apr 74
Note—98p.
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—*Federal Legislation, Health Occupations, Health Occupations Centers, Health Services, *Higher Education, Hospital Schools, *Labor Supply, *Medical Education
Identifiers—*Comprehensive Medical Training Act
Health Manpower Legislation and related research aspects are the topics of this report. The program of the Comprehensive Health Manpower Training Act of 1971 played a major role in the medical school enrollment expansion that occurred between 1971 and 1973. Medical school admissions decisions have been responsible to federal policy objectives and broader social concerns regarding equality of access for women and minorities. Primary care physicians need and are choosing speciality training, whether in family medicine or one of the more traditional specialities of internal medicine, pediatrics, or obstetrics-gynecology. Although public schools and private schools have increased real tuition levels during the past decade, the spread between the two has increased. The strong technical interdependencies among patient care, research, and education in academic health centers mean that there are strong interdependencies between federal decisions in the health manpower field and federal decisions in other health care areas. Greater reliance on clinical faculty earnings for institution support will require that clinical care in teaching hospitals be oriented more toward secondary and tertiary than toward primary care. Government proposals for the use of special projects to promote primary care may compensate for the financial problems associated with primary care training as well as for those created by cutbacks in general institutional support. (Author/PG)

ED 095 740 HE 005 813
Leifer, Aimee Dorr
When Are Undergraduate Admissions Sexist? The Case of Stanford University.
Pub Date 18 Apr 74
Note—10p.; Paper presented at the Symposium on Academic/Professional Women in Communication and Related Fields, International Communication Association (New Orleans, Louisiana, April 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Admission (School), *College Admission, Females, *Higher Education, Recruitment, *Sex Discrimination, Speeches, *Undergraduate Study
Identifiers—*Stanford University
This document discusses sexist undergraduate admissions. Three primary strategies are presented to make admission less sexist. These strategies suggest: (1) the undergraduate structure can be changed so that more places are open to women; (2) undergraduate institutions can actively recruit qualified women applicants; and (3) undergraduate institutions can change their review procedures. (MJM)

ED 095 741 HE 005 814
Faculty Research. Technical Group Report No. 3.
Montana Commission on Post-Secondary Education, Helena.
Pub Date May 74
Note—29p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*College Faculty, *Higher Education, *Post Secondary Education, *Research, Research Needs, *Research Opportunities, Research Utilization, Technical Reports
Identifiers—*Montana
This document presents a technical report on faculty research to the Montana Commission on Postsecondary Education. Recommendations suggest: (1) There must be recognition of the fact that faculty members of the Montana University System are users and communicators of a vast array of existing knowledge developed within the larger regional national educational system. (2) The research function of the university system must be recognized and appreciated as one of the major resources available to the state of Montana. (3) Users of the research resources and services of the units of the system must be charged for the full cost of all such services unless the individual system unit has been specifically and fully funded by the legislature for each such service. (4) The different research missions of all units of the Montana system, designated by the Board of Regents, must be defined and periodically reviewed so that the research activity appropriate to each and the special needs and problems involved can be ascertained. (5) Indirect cost reimbursements from sponsors must be retained by the respective university system units. (MJM)

ED 095 742 HE 005 815
Graham, Patricia Albjerg
Women in Higher Education: A Biographical Inquiry.
Pub Date [74]
Note—12p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Biographical Inventories, Biographies, *Feminism, *Higher Education, *Sex Discrimination, *Women Professors, *Womens Education, Women Teachers, Working Women

The history of higher education in the U. S. traditionally has been characterized by the same kinds of studies as most other American history: ones that focus on the experiences or concerns of the authors. What such history ignores is the group that for most of this century comprised about 40 percent or more of the undergraduate student body and about 20-25 percent of the faculties; namely, women. The difficulty of looking at the history of women in higher education through the same methodological lens as men is that the focus on success brings forth a set of women that is significantly different from the other women educators and from other women. Investigations of backgrounds of successful women faculty and administrators suggest that many of these women have had one of two experiences: attending an all-girl's high school or college or coming from an immigrant family. In single sex institutions, a teacher can support and encourage her students vigorously in a fashion that is rare in coeducational institutions where both faculty and students often tend to regard male students as more meritorious of academic consideration. Other areas that need further study concerning women are discussed including the influence of sororities, the role of the academic wife, influence of college life on women students, effects of coeducational institutions on women, and sex-linked curricula. (Author/PG)

ED 095 743 HE 005 816
Lane, George, Ed.
Impressions of Education in Great Britain. A Report of the Educational Staff Seminar Study Mission, January 7-21, 1974.
George Washington Univ., Washington, D.C. Inst. for Educational Leadership.
Pub Date Jan 74
Note—86p.
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—Colleges, *Curriculum, *Decision Making, Essays, *Foreign Countries, *Higher Education, Open Education, *Unions, Universities
Identifiers—*Great Britain

This document reports the impressions of members of the Educational Leadership Seminar concerning education in Great Britain. Articles cover education in England (decisionmaking), the National Union of Teachers, community schools in England, the Schools Council for curriculum and examinations, the College of Further Education, the British polytechnic, Berkshire College of Education, universities in the United Kingdom, the University grants committee, the Open University, and the Council on National Academic Awards. (MJM)

ED 095 744 HE 005 817
Tincher, Veronica
Child Care at USC [University of Southern California]. A Study for Action.
University of Southern California, Los Angeles. Office of Institutional Studies.
Report No—USC-OIS-74-05
Pub Date Jul 74
Note—33p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Child Care, *Child Care Centers, *Day Care Programs, Day Care Services, *Higher Education, School Responsibility, Special Services, Surveys, *Universities
Identifiers—*University of Southern California

This child care study for the University of Southern California provides a summary of laws and regulations governing the operation of child care programs. A budget of estimated yearly expenses suggests that a child care program could be totally self-supporting based on a monthly fee of $110 for each child in full-time care. Securing the necessary physical facilities presents the major problem. An interest survey resulted in the collection of 181 completed questionnaires. Parents who responded to the survey are USC staff or administrators, about one-third are students, some of whom also work at USC, and the remainder are faculty. Parents of 70 children aged 2-5 requested full-time child care, while more than 50 additional children need part-time care. Three-fourths of the parents stated that they are able to pay at least $80 per month for full-day care and about one-half are able to pay more than $100 per month. Suggested alternatives for child care at USC include: (1) a facility directly operated by the university, (2) a facility operated by a nonuniversity organization with university assistance, or (3) a completely independent child care facility established with some university encouragement. (Author)

ED 095 745 HE 005 818
Bracewell, William R., Ed.
Substantial Justice on Campus: Individual Rights v. Institutional Needs.
Georgia Univ., Athens. Georgia Center for Continuing Education.
Pub Date 73
Note—101p.; Proceedings of a conference held on the University of Georgia campus, Athens, in November 1972
Available from—Center for Continuing Education, The University of Georgia, Athens, Georgia 30601 ($3.00)
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—*College Students, Conference Reports, *Discipline Policy, *Higher Education, *School Law, Student Needs, *Student Rights

This document reports the proceedings of a conference concerning substantial justice on campus, held at the University of Georgia campus in November 1972. Topics of concern included: balancing student rights and institutional needs; challenge from the courts; sense of justice on campus and in society; institutional justification of the existence of a campus judicial system; Michigan State University judicial system; Louisiana State University's Code of Student Conduct; the University of Wisconsin-Madison Student Judicial system; and the University of Georgia Student Judiciary: an all-student, institutional, disciplinary system. (MJM)

ED 095 746 HE 005 819
Toombs, William
Graduate Study as Education.
Pub Date Feb 74
Note—4p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Degrees (Titles), *Doctoral Degrees, Educational Experience, Graduate Students, *Graduate Study, *Higher Education, Instructional Design, Learning Experience, *Socialization

This document investigates doctoral study as an educational experience. Emphasis is placed on the instrument of instruction, designs for scholarly socialization, patterns of learning, and the educational implications of graduate study. (MJM)

ED 095 747 HE 005 820
Montana Post-Secondary Education Today. Staff Report No. 3.
Montana Commission on Post-Secondary Education, Helena.
Pub Date Jan 74
Note—186p.
EDRS Price MF-$0.75 HC-$9.00 PLUS POSTAGE
Descriptors—Admission (School), Degrees (Titles), Educational Finance, Educational Programs, Faculty, *Governance, *Higher Education, Institutional Role, *Post Secondary Education, *Statewide Planning, *Statistical Data
Identifiers—*Montana

This report is a summary of data currently available on several important aspects of Montana Public Post-Secondary Education. It includes information on structure and governance as well as institutional missions, programs, enrollments, degrees, faculty, income, expenditures, and admissions policies. The final section contains a series of tables that make state-to-state comparisons for higher education. This report is intended as a reference document for the commission throughout their study and constitutes the most comprehensive information assembled to date on the Montana system of postsecondary education and its components. It is equally valuable as an illustration of the difficulties of developing a comprehensive and compatible data base. Lists of the officers and membership of governing boards and councils of Montana postsecondary education are included in the appendix. (Author/PG)

ED 095 748 HE 005 821
Review of Prior Studies of Post-Secondary Education in Montana. Staff Report No. 1.
Montana Commission on Post-Secondary Education, Helena.
Pub Date Sep 73
Note—159p.
EDRS Price MF-$0.75 HC-$7.80 PLUS POSTAGE
Descriptors—Community Colleges, *Educational Administration, *Federal Programs, *Governance, *Higher Education, Planning, *Post Secondary Education, Statewide Planning, Vocational Education
Identifiers—*Montana

This report is a synopsis of past studies of postsecondary education in Montana. Its purpose is to provide a brief sketch of each past study and to fulfill House Bill No. 578's (1973) mandate to the commission to assess the evidence and resulting recommendations made in prior studies relating to postsecondary education in Montana. The report summarizes, where applicable, the methodology, findings, recommendations, and impact of each study. Nineteen studies were conducted during the 30-year period 1942-1972. This does not include various studies and reports on federal law or special audit reports conducted by state agencies. The major focus of the studies reviewed governance and administration, but the scope ranges from functional responsibilities of the components of postsecondary education through such subjects as community college planning, vocational-technical education, and resource utilization. Perhaps as important as any of the individual studies, this report demonstrates the continuing interest and concern of the state of Montana in postsecondary education. Appendixes include recommendations made by prior studies. (Author)

ED 095 749 HE 005 822
[Study Plan for the Montana Commission on Post-Secondary Education].
Montana Commission on Post-Secondary Education, Helena.
Pub Date 1 Oct 73
Note—17p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Educational Needs, *Higher Education, *Post Secondary Education, State Legislation, *State Programs, *State Standards
Identifiers—*Montana

This document outlines the plan used in a detailed and thorough study of postsecondary education in Montana. Emphasis is placed on the study plan and a tentative list of study projects. Appendixes include a copy of House Bill No. 578 and an outline and schedule for study of postsecondary education in Montana. (MJM)

ED 095 750 HE 005 823
Goals for Montana Higher Education: A Survey of 12 Academic Communities. Staff Report No. 5.
Montana Commission on Post-Secondary Education, Helena.
Pub Date May 74
Note—103p.
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—*Educational Objectives, *Higher Education, *Institutional Role, Post Secondary Education, *Statewide Planning, Statistical Data, *Surveys
Identifiers—*Montana

This survey of institutional goals of 12 Montana postsecondary institutions in one of several projects undertaken by the Commission on Post-Secondary Education to gather information on current practices and attitudes among various college constituencies. In this study, a total of 2,600 Montanans--student, faculty, administrators, trustees, and people living in college communities--gave their perceptions of what their college is (and should be) seeking to accomplish. This report is a summary of the Montana survey results. The general nature of the project and the Institutional Goals Inventory, as well as the

technical details of sampling college groups and analyzing data, are described in the first chapter. The major part of the report is the second chapter, which contains 20 tables and discussion of institutional goals in terms of the responses of various college constituencies. Summary tables and commentary appear in the final chapter along with several policy questions suggested by the survey results. Appendixes include: the technical group on survey research, the Institutional Goals Inventory, the Institutional Goals Inventory statements grouped according to goal area, and guidelines for administering the goals inventory. (Author/PG)

ED 095 751 HE 005 824
Student Needs and Resources in Montana Post-Secondary Education. Staff Report No. 4.
Montana Commission on Post-Secondary Education, Helena.
Pub Date May 74
Note—125p.
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—*Costs, *Educational Finance, *Financial Support, *Higher Education, Post Secondary Education, Questionnaires, *Statewide Planning, Statistical Data, Student Characteristics, Surveys
Identifiers—*Montana
The future financing of postsecondary education is a critical issue facing those charged with national and state educational policy. Questions regarding pricing, financial aids, the methods of support, and the impact of various policies on accessibility and educational quality are hotly debated in Congress and in every state. To determine how financial responsibility for postsecondary education can be allocated so as to achieve the best ends, this report focuses on how students in Montana currently finance their postsecondary education and the adequacy of student resources to meet educational costs. This report provides answers using information reported by students in public postsecondary education in January 1974. Included in the study is methodology; educational characteristics of the student in Montana's postsecondary institutions; the costs of postsecondary education in Montana (divided by educational expenses and maintenance expenses); students' dependence, independence, and parental income; the family contribution to educational expenses; and financial aid. Appendixes include the members of the survey research group, the student questionnaire, and supplementary tables. (Author/PG)

ED 095 752 HE 005 825
Woodruff, Kevin Fuller, Bruce
Student Vote 1974. An Analysis of Student Voting Patterns in the June, 1974 Primary Election.
California Univ. Student Lobby, Sacramento.
Pub Date Aug 74
Note—27p.
Available from—Student Lobby, 926 J Street, Room 216, Sacramento, California 95814 ($2.50)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Higher Education, *Local Issues, Political Attitudes, Statistical Data, *Student Participation, *Students, *Voting
Identifiers—*California
This analysis of the impact of the student vote in the June 1974 primary election is one in a series of reports, and represents the University of California Student Lobby's continuing effort to provide information on the voting behavior of students. Student voting patterns in contested statewide and local races were examined, along with voter registration and turnout patterns. The data were obtained by examining election results in "student precincts;" that is, precincts on or near college campuses in which a high percentage of residents are students. The political preferences of 35,000 students living in 78 student precincts on or near 21 California colleges and universities were studied. Statistical tables accompany the text. (Author/PG)

ED 095 753 HE 005 826
Issues in Governance, Planning and Coordination. Staff Report No. 8.
Montana Commission on Post-Secondary Education, Helena.
Pub Date May 74
Note—29p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Accountability, *Educational Coordination, *Governance, *Higher Education, Legal Problems, *Planning, State Boards of Education, Statewide Planning, Vocational Education, Vocational Training Centers
Identifiers—*Montana
This brief report consists of a series of observations on governance, planning, and coordination in Montana postsecondary education. It offers an impressionistic overview of three selected issues: the regents and the 1972 Constitution (background, governance, accountability, and legal protection); Governance of Vocational-Technical Centers (the Board of Public Education, the Superintendent of Public Instruction and local district boards); and Comprehensive Statewide Planning and Coordination. This report does not offer solutions to these problems, but simply identifies them. (Author/PG)

ED 095 754 HE 005 827
Independent Higher Education. Technical Group Report No. 6.
Montana Commission on Post-Secondary Education, Helena.
Pub Date May 74
Note—37p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Educational Finance, Educational Planning, *Enrollment, *Higher Education, *Institutional Role, *Private Colleges, Statewide Planning, Statistical Data
Identifiers—*Montana
Montana's three private colleges in a long and continuous tradition play a truly significant role in higher education of the state, just as private or independent colleges have done in the rest of the nation. It is imperative for the nation and the state to recognize and appreciate the kind of contribution that independent higher education provides. This study concerns itself with three degree-granting independent institutions: Carroll College of Helena, College of Great Falls, and Rocky Mountain College of Billings. In the 1973-74 school year these three enrolled 2,614 of 19,420 undergraduate students attending four-year higher education institutions in the state. This constitutes 11.8 percent of the total. The purpose of this report is fourfold: (1) to offer an assessment of the role and contributions of these private colleges relating to higher education in Montana, (2) to provide for the study of historical and current data on enrollment and graduates, (3) to provide financing information, and (4) to look at present and future trends within the institutions to meet newer and higher standards of educational effectiveness. Appendixes contain statistical data to accompany the text. (Author/PG)

ED 095 755 HE 005 828
Insights into Higher Education: Selected Writings of CSHE [Center for the Study of Higher Education], 1969-73. Volume 3: Curriculum, Graduate and Professional Education, Finance.
Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
Pub Date 74
Note—186p.
Available from—Center for the Study of Higher Education, 101 Rackley Building, The Pennsylvania State University, University Park, Pennsylvania 16802
EDRS Price MF-$0.75 HC-$9.00 PLUS POSTAGE
Descriptors—Admission (School), *College Curriculum, *Educational Finance, Essays, *Graduate Study, *Higher Education, *Professional Education
Identifiers—*Pennsylvania
This document presents articles concerned with curriculum, graduate and professional education, and finance. Articles discuss the changing college curriculum; the academy and general education; Pennsylvania's "state-owned" institutions, some dimensions of degree output; the quality of graduate studies in Pennsylvania and other selected states; exceptional graduate admissions at the Pennsylvania State University; and the rationale for various plans for funding American higher education. (MJM)

ED 095 756 HE 005 829
Yuker, Harold E.
Faculty Workload: Facts, Myths and Commentary. ERIC/Higher Education Report No. 6.
George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 74
Note—70p.
Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($3.00)
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*College Faculty, College Instruction, *Higher Education, Measurement, *Noninstructional Responsibility, Research, *Teaching Load, *Working Hours
This monograph examines methods by which faculty workload studies can be performed. It includes definitions and discussion of activities used in workload assessment, such as instructional time, institutional and public service, personal activities and research, scholarship and creative endeavors. The conclusion indicates that there is a paucity of empirical data about faculty workloads and too much acceptance of commonplace assumptions that do not stand up to critical examination. Faculty workload formulas will vary from institution to institution, and the individual institution should develop its own faculty workload questionnaires. (MJM)

ED 095 757 HE 005 830
Dwyer, Claudette, Ed. Patterson, Lewis D., Ed.
Institutional Interface: Making the Right Connection. Trends and Issues in Cooperation, Spring 1974.
American Association for Higher Education, Washington, D.C.
Pub Date 74
Note—48p.
Available from—Cooperative Program Publications, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($4.00)
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—*Consortia, *Educational Administration, *Educational Finance, Essays, *Higher Education, *Interinstitutional Cooperation, Library Cooperation, Management
Six papers are presented concerning the trends and issues in interinstitutional cooperation. Topics cover national cooperative trends, case study in starting a consortium; consortia and institutional change, library networks and what to expect, higher education management, financing higher education in Pennsylvania, and making more states more responsive to postsecondary education. (MJM)

ED 095 758 HE 005 831
Diener, Thomas J., Ed. Patterson, Lewis D., Ed.
Trends and Issues in Cooperation.
American Association for Higher Education, Washington, D.C.
Pub Date 74
Note—38p.; Consortium Seminar Proceedings, Fall 1973
Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($3.00)
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—Community Colleges, *Consortia, Cooperative Programs, *Educational Coordination, *Higher Education, *Interinstitutional Cooperation, Seminars
The program for the semiannual Cooperative Program Seminar, held October 9-10, 1973, in Washington, D.C. is presented in this document. At this seminar plans were made to broaden the program focus from just consortium concerns to include the full range of interests in systems of interdependence in postsecondary education. These proceedings, to the extent that presentations were made available for publication, reflect this broader concern. The papers report on old and new problems of cooperation and coordination. They address critical issues such as: how to use resources more effectively; how to reach for benefits of campus-free, time-free learning; how

to counterbalance centralization; and how to extend learning opportunities to new kinds of students. The contents include: Voluntary Action in Higher Education: A Spirit for '76, by David Mathews: An Idea Whose Time Has Come, by Lloyd H. Elliott; Autonomy: Myth and Reality, by Lloyd J. Averill; Fund Development for Joint Programs, by John Van Valkenburg; New College of The University of Alabama, by Neal R. Berte; Two-Year Colleges Reach Out, by Richard M. Witter; and Regionalization in Pennsylvania, by J.G.K. Miller. (Author/PG)

ED 095 759 HE 005 832

Jenny, Hans H. Acton, Mary Ann

Early Retirement. A New Issue in Higher Education: The Financial Consequences of Early Retirement.

Teachers Insurance and Annuity Association, New York, N.Y.

Pub Date 74

Note—53p.

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—*Educational Finance, *Higher Education, *Personnel Policy, *Retirement, *Teacher Retirement, Teacher Welfare

This essay attempts to do the following: first, offer a definition of early retirement in order to establish boundaries for the discussion. Second, sketch some of the background and reasons why early retirement may be desirable; also it suggests why early retirement might not always be a constructive practice. Then the essay turns to the main objective of the report: the description of certain financial implications of early retirement. Section 3 focuses on some major financial impacts of early retirement on the employee. Section 4 considers several of the financial implications for the institution. In the appendix, there are a brief annotated bibliography and two tables reporting on how some of the literature cited views the subject of early retirement. (Author/PG)

ED 095 760 HE 005 833

Dube, W. F.

Are Foreign Medical Schools Desirable Alternatives?

Association of American Medical Colleges, Washington, D. C.

Pub Date Mar 74

Note—10p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Admission (School), *Foreign Countries, Foreign Students, *Higher Education, *International Education, *Medical Education, *Medical Schools, Medicine, Study Abroad

In the last 5 years, applicants to U.S. medical schools have increased by 72 percent while entering places increased by 27 percent. Some of the applicants who are rejected from U.S. medical schools may contemplate the pursuit of medical education in another country. Foreign medical education, however, seems to present more problems than solutions, and potential applicants should seriously review their motives and realistically evaluate their personal qualifications before deciding to become foreign medical students. Some problems encountered by the 6,000 U.S. students studying medicine abroad are discussed, including: admission requirements, choice of school, placement services, application possibilities, description of policies by language of instruction, clinical clerkships, certification, and examination performance of returning U.S. students. Anyone contemplating foreign medical study should: (1) carefully examine current admission standards and past test performance data for U.S. students and graduates from foreign medical schools; and (2) realistically appraise personal aptitudes and abilities before investing precious years and extensive sums in a venture that offers no guarantee for the eventual practice of medicine in the U.S. (Author/PG)

ED 095 761 HE 005 834

Pray, Francis C.

The State of the Art of College Trusteeship. A Situation Review.

Frantzreb and Pray Associates, Inc., Arlington, Va.

Pub Date 74

Note—25p.

Available from—Frantzreb and Pray Associates, Inc., 1500 Wilson Boulevard, Arlington, Virginia 22209 ($2.50)

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Administrative Problems, Colleges, *Educational Administration, Essays, *Governing Boards, *Higher Education, *Presidents, *Trustees, Universities

This essay was written in response to requests for a summary of the author's current thinking on college and university trusteeship based on his long experience as consultant to trustee boards and trustee behavior. Among his conclusions are the following: (1) Higher education trustees set the goals for the institution, assure a distinctive program, create and maintain superior management, provide adequate financing, and provide distinguished sponsorship. (2) As roles of boards of trustees become appreciated and understood, one may expect that implications for trustee membership, board organization, and board operations will become clearer. The author focuses special attention on the following: composition of the board, renewal, morale, and accountability. Since the role of the president is so important in his relationship to the trustees, the author sums up his opinions on the role of the president. The document closes with a mini-test for the trustee and for the president. (Author/PG)

ED 095 762 HE 005 835

Crookston, Burns B. Atkyns, Glenn C.

A Study of Student Affairs: The Principal Student Affairs Officer, the Functions, the Organization at American Colleges and Universities 1967-1972. A Preliminary Summary Report. Technical Report No. 3.

Spons Agency—Connecticut Univ. Research Foundation, Storrs.; National Association of Student Personnel Administrators, Detroit, Mich.

Pub Date 15 Apr 74

Note—62p.; Paper presented at the Annual Conference of the National Association of Student Personnel Administrators (48th, Chicago, Illinois, April 1974)

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—*Administrator Role, *Higher Education, *Leadership, Research Projects, Statistical Data, Student Personnel Programs, *Student Personnel Services, *Student Personnel Workers

This is a preliminary report of a major research project to study the changes in leadership, organization, and function that took place in the student affairs sector of American higher education during the period 1967-1972. The report is presented in summary fashion with emphasis on the survey, the principal student affairs officer, organizational patterns, and functions in student affairs. Appendixes include the rational and research design, types of student affairs organizations, and detail of functions and those responsible. Statistical data are presented. (MJM)

ED 095 763 HE 005 836

Burford, Charles Thomas

Academic Achievement of Red Deer College Students at Alberta Universities.

Calgary Univ. (Alberta). Dept. of Educational Administration.

Pub Date Jan 72

Note—183p.

EDRS Price MF-$0.75 HC-$9.00 PLUS POSTAGE

Descriptors—Academic Ability, *Academic Achievement, Educational Research, Grade Point Average, *Higher Education, *International Education, Student Evaluation, *Surveys, Transfers, *Transfer Students, Universities

Identifiers—*Red Deer College

The purpose of this study was to report on the academic achievement of Red Deer College transfer students at three Alberta Universities for 1968-1971. Transfer students were matched with native students from the universities using session year, year of program, degree sought, age, sex, and first year cumulative grade-point average. These matched data were presented descriptively to indicate comparative academic performance of native and transfer students. The data were tested for significance at the .05 level of confidence on a two-tailed test of significance having first been tested for homogeneity of variance. These data were used to test eleven different hypotheses designed to investigate the effect on the academic achievement of the two matched groups on the variables of year of program, age, sex, and degree sought. It was found that Red Deer College transfers achieved academically as well as native students at the University of Calgary, and that this achievement was not affected by the variables inspected. At the University of Alberta it was found that Red Deer College transfer students achieved academically only slightly below the native students. In the third year of a degree program the transfers experienced an academic drop in achievement, especially in the categories of females, students under 25 years of age, and students seeking Bachelors of Education degrees or degrees classified as "other" in the study. (Author)

ED 095 764 HE 005 837

Koenker, Robert H.

Status of the Doctor of Arts Degree.

Pub Date 11 Jan 74

Note—9p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*College Teachers, *Degrees (Titles), *Doctoral Degrees, *Graduate Study, *Higher Education, Research Projects

Identifiers—DA, *Doctor of Arts

Questionnaires designed to determine the status of the Doctor of Arts degree were sent to the graduate deans of 307 member institutions of the Council of Graduate Schools in the United States. In addition, questionnaires were sent to the graduate deans of 10 nonmember institutions known or thought to be offering graduate programs beyond the master's degree. This study is based on a 95 percent response rate. Results indicated that more institutions will need to offer D.A. degree programs to prepare "teacher-scholars" who are needed by 2-year and 4-year colleges. Statistical data, attitudes concerning the D.A. degree, and institutions with programs are indicated. (MJM)

ED 095 765 HE 005 838

Moffat, Samuel

A Report on Medical Education: The Training and Retaining of Physicians for Washington.

Washington State Council on Higher Education, Olympia.

Pub Date Aug 72

Note—58p.

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—Health Occupations, *Higher Education, *Manpower Needs, *Manpower Utilization, *Medical Education, *Physicians

Identifiers—*Washington

This report investigates the training and retaining of physicians for Washington. The report concludes: (1) Washington does not have a desperate overall shortage of physicians, but the state is faced with serious physician distribution problems, particularly in urban ghetto and rural areas. (2) The University of Washington's School of Medicine is well along in the development of several major education programs, including a return to an emphasis on family medicine, which have promise of alleviating physician distribution problems. (3) Although Washington would be ill-advised simply to copy all aspects of the Indiana statewide community medical education program, some portions of this program could be used to special advantage in Washington. (MJM)

ED 095 766 HE 005 839

Anderson, G. Lester Fisch, Dorothy W.

The Center for the Study of Higher Education: The First Five Years 1969-1974.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date Jun 74

Note—66p.

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—Departments, *Educational Research, *Higher Education, *Historical Reviews, *Program Effectiveness, *State Universities

Identifiers—Center for the Study of Higher Education, *Pennsylvania State University

This document presents a historical sketch of the Center for the Study of Higher Education, The Pennsylvania State University for its first five years, 1969-1974. Emphasis is placed on aims

and organization, the center's role in higher education academic programs, studies relating to higher education policy and operation, service as "consultants in residence," workshops, conferences, related activities, the future, and a summarization of the center's activities. (MJM)

ED 095 767 HE 005 840
Chambers, O. Wayne
A Survey of the Professional Development of Student Financial Aid Administrators in Nine Southern States.
Southern Association of Student Financial Aid Administrators.
Pub Date Feb 72
Note—81p.
Available from—SASFAA Study Director, Lee College, Cleveland, Tennessee 37311 ($2.00)
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—Administrator Background, *Administrator Characteristics, Educational Background, *Financial Support, *Higher Education, Job Market, *Professional Occupations, *Professional Personnel
This survey was designed to measure the level of professional development of student financial aid administrators; their academic background, their professional characteristics, and their needs for future development. A questionnaire was mailed to student aid administrators at 600 institutions of higher education located in nine southern states. A total of 433 questionnaires were returned. Results of the survey were divided into seven major areas of emphasis: background characteristics, professional characteristics, academic background, job orientation, maintaining professional competence, degree of professionalization, and needed professional development. Major findings include: (1) annual turnover in the aid profession in the South was low; (2) three out of five aid administrators were rated at a medium-to-high level of professional development, and over half the respondents directed moderate-to-large aid programs; (3) slightly more than three out of five respondents had primary responsibility for determining aid policies on their campuses; and (4) demographic data revealed that men outnumbered women three to one. Additional findings and statistical data are presented. (MJM)

ED 095 768 HE 005 841
Curry, Denis J.
The Seven Comparison States: Their Selection, Use, and Applicability for Higher Education Comparisons. A Report in Response to HFR 1972-39.
Washington State Council on Higher Education, Olympia.
Pub Date Dec 72
Note—21p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*College Faculty, *Comparative Statistics, *Higher Education, State Colleges, *State Standards, State Universities, *Teacher Salaries
Identifiers—*Washington
For the past 10 years the Washington state colleges and universities have used salary surveys of faculty in institutions in seven states as the basis for their salary requests. This report reviews the comparison of states and institutions; the criteria for their selection; whether circumstances have changed that could affect the utility or validity of these institutions for comparison purposes; and undertakes to determine whether such comparisons serve a useful purpose. Emphasis is placed on the basis for selection of the states and institutions, the marketplace and salary levels, institutional quality and comprehensiveness, and income analysis. Statistical data concerning income per state are included. (MJM)

ED 095 769 HE 005 842
Donovan, Carl C.
Report on the First Year's Experience with Tuition and Fee Waivers [Washington State].
Washington State Council on Higher Education, Olympia.
Pub Date Jun 73
Note—25p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Colleges, *Educational Finance, *Fees, *Higher Education, *Lower Class Students, Program Descriptions, *Tuition, Tuition Grants
Identifiers—*Washington
The state of Washington provides, under law, for each public 4-year institution and the community college system to waive tuition and fees for needy and disadvantaged students. The law further specifies that the dollar amount of fee waivers may equal 3 percent of total resident registration fees, including the equivalent resident portion of nonresident fees that would have been collected if no waivers had been granted. This report is a compilation and evaluation of the information collected on the waiver program for the academic year 1971-72 and a portion of the 1972-73 academic year. It examines the following three characteristics of the waiver program: (1) the college level general waiver program, (2) the high school completion waiver program, and (3) the distribution of college level and high school completion waivers by recipient classification. (MJM)

ED 095 770 HE 005 843
Dorset, Barbara Huebner, John
Comparative Profiles of Male and Female Students at the University of Minnesota, Twin Cities Campus. Office for Student Affairs Research Bulletin, Vol. 15, No. 1. July 31, 1974.
Minnesota Univ., Minneapolis. Office for Student Affairs.
Pub Date 31 Jul 74
Note—24p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*College Students, Females, *Health Services, *Higher Education, Males, Research Projects, *School Services, Statistical Data, *Student Attitudes
This paper deals with the responses by male and female University of Minnesota students to select items from the 1973-74 Student Services Cards that were distributed during winter quarter registration. The purpose of this paper was to see if there were any differing perceptions between men and women about the services offered by the offices included. Results indicated that "typical" male and female University of Minnesota students do not differ greatly from one to another. (Author/MJM)

ED 095 771 HE 005 844
Adams, Charles F., Jr. And Others
Student Financial Aid in Illinois: A Program Evaluation.
Illinois Economic and Fiscal Commission, Springfield.
Pub Date Jul 74
Note—193p.
EDRS Price MF-$0.75 HC-$9.00 PLUS POSTAGE
Descriptors—College Students, *Educational Finance, Financial Support, *Higher Education, *Program Effectiveness, Program Evaluation, State Universities, *Student Costs, *Student Loan Programs
Identifiers—*Illinois
This program evaluation by the staff of the Illinois Economic and Fiscal Commission seeks to examine the impact and effectiveness of the major student financial aid programs in Illinois. Particular emphasis was placed on public university undergraduate students. In collecting information, a survey was distributed to over 7,800 public university students. Responses were received from 42 percent of these. Surveys were also sent to financial aid administrators and to budget and finance officers at all public and private colleges and universities. Some of the report's findings and recommendations, include: (1) A simplified, probably standard, form should replace the confusing welter of forms a student must use to apply for financial aid. (2) Nonrepayable assistance and loans play a more important role in the budgets of low income students, but low income parents as well as middle income parents still make a considerable financial effort to send their children to college. (3) Small businessmen seem to be unfairly treated by the current method of determining how much aid a student needs. (4) The Illinois State Scholarship Commission should institute tighter monitoring to detect fraudulent aid applications. (5) Studies should be made of students who do not win State scholarships to find out whether without that aid they cannot attend college for financial reasons. (MJM)

ED 095 772 HE 005 845
Grupe, Fritz H.
Undergraduate Cross Registration.
Associated Colleges of the St. Lawrence Valley, Potsdam, N. Y.; New York State Education Dept., Albany. Office of Management Services in Higher Education.
Pub Date [74]
Note—8p.
Available from—Office of Higher Education Management Services, New York State Education Department, Twin Towers, Albany, New York 12224
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Affiliated Schools, College Cooperation, College School Cooperation, *Consortia, Contracts, *Cooperative Planning, *Higher Education, *Interinstitutional Cooperation, *School Registration
This report discusses various aspects of undergraduate cross-registration procedures, including the dimensions, values, roles and functions, basic assumptions, and facilitating and encouragment of cross-registration. Dimensions of cross-registration encompass financial exchange, eligibility, program limitations, type of grade and credit; extent of participation, academic requirements, and approvals. The values of cross-registration are discussed according to student, faculty, institutional, consortium, and benefits. Roles and functions are reviewed in light of the program director, institutional president, academic dean, faculty members, and registrar/campus liaison. Following a discussion of the basic assumptions made concerning cross-registration, various methods to facilitate and encourage these procedures are reviewed, including: consortia, combined semester, combined curriculum, consortia night courses, consortia day courses, staggered time schedules, full-time cross-registration, part-time students, equal standing of consortium students, earlier preregistration, elimination of approving signatures, common course numbering system, cross-registration counselors, common catalog courses, selected courses album, combined course listing, disciplinary listing, contractual agreements, slide/tape presentation, hot line, general publicity, and transportation. (MJM)

ED 095 773 HE 005 846
Hj:Zainuddin, Tormodi Bin
Factors Associated with the Academic Performance of Malaysian Students at Louisiana State University. Research and Thesis-Summary No. 55.
Louisiana State Univ., Baton Rouge.
Pub Date 74
Note—5p.; A summary of a M.S. thesis in Extension Education
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Academic Achievement, College Students, *Foreign Students, *Higher Education, Research Projects, *Student Characteristics, *Student Needs, Undergraduate Study
Identifiers—Louisiana State University, *Malaysia
This document, a summary of a master's thesis in extension education, analyzes the relationship of selected factors with the academic performance of Malaysian students enrolled at Louisiana State University. Data were collected by mail questionnaire from all Malaysian students with a diploma in agriculture who were enrolled at the university in fall 1973. Grade-point averages were obtained from the College of Agriculture and Graduate School. Major findings indicated that with a grade-point average of 3.18, Malaysian students had a fairly good academic performance. Earlier enrollees and graduate students had a significantly higher academic performance than later enrollees and undergraduates, indicating that students who had more time to adjust to the social and learning environment performed better than those students who recently enrolled. Characteristics of students enrolled for more than one year and students enrolled for less than one year are included. (MJM)

ED 095 774 HE 005 847
Lavin, David E.
Student Retention and Graduation at the City University of New York: September 1970 Enrollees Through Seven Semesters.
City Univ. of New York, N.Y. Office of Program and Policy Research.
Pub Date Aug 74
Note—28p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*College Students, *Graduation, *Higher Education, *School Holding Power, Seniors, Student Characteristics, *Student Enrollment
Identifiers—*City University of New York, CUNY
Among freshmen who entered the City University of New York (CUNY) in fall 1970, about 60 percent of the senior college enrollees and 41 percent of community college students were still enrolled or had graduated 3.5 years later. The retention-graduation rate of students with stronger high school averages was slightly higher than for those with weaker high school averages. Among students who left college, about 17 percent returned and were enrolled in the seventh semester or had graduated. High school average was positively associated with return rates. With regard to retention, graduation, and return rates, there was considerable variation among the colleges of CUNY. Comparison of the CUNY seven semester data with national eight semester data suggest that CUNY retention rates over eight semesters will be somewhat higher than has been the case nationally. (MJM)

ED 095 775 HE 005 848
Fidler, Paul Burnett, Bill
Profile of Entering Freshmen, Fall, 1973 [University of South Carolina]. Research Notes No. 23.
South Carolina Univ., Columbia. Div. of Student Affairs.
Pub Date Jul 74
Note—12p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Academic Achievement, *College Freshmen, *Demography, *Higher Education, Research Projects, Statistical Data, *Student Characteristics, *Student Opinion
Identifiers—*University of South Carolina
During the 1973 fall orientation, a questionnaire prepared by the American Council on Education (ACE) was administered to incoming freshmen at the University of South Carolina (USC) and 578 other institutions of higher education including 38 universities. The following study presents a comparative analysis of the various demographic data, opinions and projections of the college freshmen at USC and those of the national norms for other participating institutions of higher learning. Eleven areas of interest were selected for this analysis from the original 52 areas contained in the questionnaire. These 11 were selected to provide a composite profile of the entering freshman at USC, fall 1973. Each of these areas is treated in turn, with tabular data used to represent the research information. The tables of comparison between USC freshmen and the national university norms are followed by a number of comments intended to highlight the major comparisons. (Author)

ED 095 776 HE 005 849
Fidler, Paul And Others
Analysis of Change in Religious Attitudes of Freshmen Entering [University of South Carolina] for the Years 1968, 1970, and 1972. Research Notes No. 22.
South Carolina Univ., Columbia. Div. of Student Affairs.
Pub Date Aug 74
Note—5p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*College Freshmen, *College Students, *Higher Education, *Religion, *Student Attitudes
Identifiers—*University of South Carolina
During the summer and fall orientation of 1968, 1970, and 1972, a questionnaire prepared by the American Council on Education was administered to the incoming freshmen at the University of South Carolina and 528 other institutions of higher education, including 2-year colleges, 4-year colleges, and universities. The resulting summary data on entering freshmen included information on the entering freshmen at the University of South Carolina and weighted normative data base on questionnaire results from the 38 participating universities. Similar data were also available for the freshmen classes of previous years. This report focuses on the item in the questionnaire in which the student was asked to indicate "Religious Background" and "Present Religious Preference." The first of this report examines the religious background and present religious preference of University of South Carolina freshmen for the years 1968, 1970, and 1972, and compares them to the national university norms for the corresponding time periods. Secondly, analysis between in-state and out-of-state freshmen students at the University of South Carolina for 1972 is presented. The report concludes by summarizing the principal findings of the questionnaire responses. (Author)

ED 095 777 HE 005 850
Lastilla, Anne
Credit Transfer Policies at Louisiana Colleges and Universities. A Report in Response to Senate Concurrent Resolution 120 of the 1972 Louisiana Legislature.
Louisiana State Coordinating Council for Higher Education, Baton Rouge.
Pub Date Jul 73
Note—67p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*Articulation (Program), College Students, Credits, *Higher Education, *Migration Patterns, Student Mobility, *Transfer Policy, *Transfer Students, Undergraduate Study
Identifiers—*Louisiana
This document reports the results of an investigation into the following areas: number of undergraduate students who transfer into Louisiana colleges and universities; patterns of migration shown in student transfer; policies governing the acceptance of given types of transfer credits, including those earned through nontraditional means; and methods by which policies relevant to credit transfer are formulated and applied. It was found that a significant number of students do attend more than one institution, with the most frequent move being from one senior institution to another. This is understandable in view of the absence of a community college system in Louisiana. The role of 4-year colleges in performing junior college functions is discussed. It was also found that there are several areas in which credit acceptance policies are not uniform between the different institutions or even between units within the same institution. These inconsistencies include policies covered in "Guidelines for Improving Articulation Between Junior and Senior Colleges" (for example, acceptance of "D" grade credits in transfer if native students receive credit for courses in which "D" is earned). Approaches to improved articulation used by other states are explored, and it is recommended that Louisiana move to form an articulation committee and develop a statewide credit transfer policy. (Author)

ED 095 778 HE 005 851
Lockett, Betty A. Williams, Kathleen N.
Foreign Medical Graduates and Physician Manpower in the United States.
Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Manpower Intelligence.
Report No—DHEW-HRA-74-30
Pub Date Feb 74
Note—109p.
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—*Foreign Nationals, Health Occupations, *Higher Education, Manpower Needs, *Medical Education, *Medical Evaluation, *Physicians
This report provides data and analyses on the foreign medical graduate (FMG) component of physician supply in the United States and identifies and assesses possible federal government options in the area of foreign medical graduates. Following an introductory chapter, chapter 2 reviews the current situation in the United States with respect to the immigration, education, and training, licensing, and practice characteristics of FMGs together with some illustrative information on U. S. medical graduates. Available data presented on FMGs include country of origin, types of visas, age, sex, major professional activity, specialty, and geographic location. Chapter 3 focuses on national policy options vis-a-vis FMGs as they are related to quality, accessibility, and cost of care. Action alternatives are outlined as they relate to these elements of .he national health care goal, and, insofar as possible, the positive and negative sides of each alternative are noted. Appendixes include flow charts and a discussion of the concept of externality and its relationship to interstate and international migration of physicians. (MJM)

ED 095 779 HE 005 852
Alpert, Joel J Charney, Evan
The Education of Physicians for Primary Care.
Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Services Research.
Report No—DHEW-HRA-74-3113
Pub Date 73
Note—69p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Educational Programs, *Graduate Study, *Higher Education, *Medical Education, *Physicians, Program Descriptions, *Undergraduate Study
This monograph reviews educational programs designed to prepare physicians to practice primary care, with particular attention to historical influences that underlie the development of these programs and recommends specific action to improve the quality of that preparation. Emphasis is placed on the problems of primary care, history of education for primary care, undergraduate programs, graduate education programs, and the elements of a successful program. (MJM)

ED 095 780 HE 005 853
Lavin, Mary Jo
CCRIS: Carnegie Commission Reports Information System.
Colorado Univ., Boulder.
Pub Date 74
Note—1,520p.
EDRS Price MF-$2.40 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—Administrative Policy, *Decision Making, *Educational Administration, *Higher Education, *Information Processing, *Information Systems, Planning
Identifiers—*Carnegie Commission on Higher Education
The Carnegie Commission Reports Information System (CCRIS) attempts to make the findings of the 22 Commission reports (published by McGraw Hill Book Company) more readily available to the academic community. CCRIS consists of an explanatory text of 16 pages introducing the reader to a set of 1500 edge-notched McBee cards. Each card contains a substantive note or extract from the text of the various Commission reports. Each note is identified as to its exact location in the reports. The notes are numbered consecutively and are arranged according to a special taxonomy or classification, which is contained in the opening text and which amounts to an index to the cards. The notes provide documented support data for planning and decision-making in higher education. The taxonomy used to categorize the management concepts contained in the Carnegie Commission reports is as follows: purpose, governance, resources (acquisition and management), instruction, organized research, public service, academic support, student service, institutional support, and independent operation. The taxonomy used to categorize the management concepts is based on the Program Classification Structure (PCS) developed by the National Center for Higher Education Management Systems at WICHE. PCS is a suitable basis for a taxonomy of management concepts because it: emphasizes the achievement of institutional objectives in analyzing resource data, provides an already recognized and accepted classification of institutional elements, and offers a uniform base for program budgeting techniques. To use CCRIS effectively one must: determine major category classification from the taxonomy, select minor categories, note card numbers of desired category, and locate specific cards. (Author/PG)

ED 095 781 HE 005 854
Financing Postsecondary Education. Three Perspectives.
Southern Regional Education Board, Atlanta, Ga.
Pub Date Aug 74
Note—36p.; Papers presented at the 1974 annual meeting of the Southern Regional Education Board
Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 ($1.00)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Conference Reports, *Educational Economics, *Educational Finance, *Financial Support, *Higher Education, *Student Costs

Public discussion has never witnessed such a welter of proposals for dealing with problems of higher educational finance--proposals for shifting the burden of financing from the present to the future, from the taxpayer to the student, from aiding the institutions to aiding the students, from aid based on need to vouchers for everyone. At its 1974 annual meeting, the Southern Regional Education Board devoted a major session to consideration of the whole issue of how higher education should be funded. At that meeting, the presentations reproduced in this document prompted considerable dialogue among board members. The presentations included in this document are the following: Financing Higher Education: The Dilemmas and the Debate, by John D. Millett; The National Commission on the Financing of Postsecondary Education: A Critique by Earl F. Cheit; and The National Commission on the Financing of Postsecondary Education: A Review by Ben Lawrence. (Author/PG)

ED 095 782 HE 005 856

Peck, Robert D. Lincicum, Michael S.

Long-Range Enrollment Trends for Post Secondary Education in Oregon.

Educational Coordinating Council, Salem, Oreg.

Pub Date Mar 74

Note—23p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Decision Making, *Educational Finance, *Enrollment Projections, Governance, *Higher Education, Public Policy, *Statewide Planning, Students

Identifiers—*Oregon

There is a great deal of discussion and concern within the postsecondary education community regarding the future of postsecondary enrollments. The Council staff has followed this debate and has identified critical population factors that will influence future enrollments in Oregon institutions. In light of this, the Council has presented population trends that influence postsecondary enrollments to 1984. Considering these projections, several policy questions arise concerning facilities, staffing, students, and finances, all of which are discussed separately in this document. This review of potential problems facing postsecondary education in Oregon during the next decade makes it apparent that many critical decisions will be faced by educational policymakers at all levels during this period. The decisions that will be faced both during the growth of the late 70s and the decline of the 80s in some segments will test the ability of Oregon's system of educational governance. This system, which is based largely upon voluntary cooperation, planning, and coordination, may not be able to respond to the unprecedented changes that appear to be facing postsecondary education. Critical decisions regarding funding, student allocation, staffing, and facilities utilization, particularly during the post-1980 contraction, will require much greater coordination and planning than has been necessary during the extended period of sustained growth of the 1960s and 1970s. (Author/PG)

ED 095 783 HE 005 857

Guidelines for Classification of Resident and Nonresident Students.

Washington State Council on Higher Education, Olympia.

Pub Date Aug 72

Note—7p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Administrative Policy, Classification, Guidelines, *Higher Education, Nonresident Students, *Residence Requirements, *Resident Students, Statewide Planning, *Student Costs, Students

Identifiers—*Washington

A law was enacted during the session of the 1971 Washington State Legislature establishing definitions and procedures for residence classification. In the 1972 special session of the legislature, the 1971 residence law was amended to clarify several questions relative to the original legislation. At that time it was determined that the Council on Higher Education should be directed to develop uniforms guidelines to assist in the administration of the residency law. The attached guidelines have been prepared in response to this legislative directive. Definitions of resident and nonresident students relative to the payment of tuition and fees are defined in the following sections: general definition; definition of domicile and residence; attending an educational institution and establishing domicile; qualified person (minor, emancipated minor, parent-qualified person); protection from loss of domicile; foreign students; change in residence classification; effective date of change in status; proof of domicile; route and method of appeal; and exceptions to residence classification regardless of age or domicile. (Author/PG)

ED 095 784 HE 005 858

Steele, Matt W.

The Correlates of Undergraduate Student Attrition at the University of Miami. Institutional Research Report No. 226 XX.

Miami Univ., Coral Gables, Fla.

Report No—IRR-226-XX

Pub Date 13 May 74

Note—21p.; Some parts of questionnaire may not reproduce clearly

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Career Choice, *Dropout Attitudes, *Dropout Identification, Dropout Research, *Higher Education, Statistical Data, Student Alienation, *Student Attitudes, Surveys

Identifiers—*University of Miami

The basic objective of this exploratory study was to attempt to locate specific areas of university life that might be related to undergraduate student attrition. During the 1972-73 academic year at the University of Miami, student satisfaction and dissatisfaction in 34 areas of University of Miami student life were examined (via four field surveys) for possible relationships with student attrition. The survey instrument was a questionnaire. Dissatisfaction in seventeen of these areas was found to be correlated with student plans to return (or not to return) to the University of Miami in the fall of 1973, while dissatisfaction in the other seventeen areas was not correlated with such plans. The variable that was most highly correlated with attrition was the students' perception of their progress toward their academic and career goals. The greater the dissatisfaction with the progress toward these goals, the greater the attrition. The results are shown in two tables. In table I the areas of student life in which dissatisfaction was correlated with attrition are shown. In table II the areas in which dissatisfaction was not correlated with attrition are shown. (Author/PG)

ED 095 785 HE 005 859

Report and Recommendations of the Mississippi Select Committee for Higher Education.

Mississippi Select Committee for Higher Education, Jackson.

Pub Date 20 Mar 74

Note—46p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*Educational Programs, Faculty, *Federal Legislation, *Higher Education, State Colleges, *State Schools, State Universities, Statewide Planning, Statistical Data, *Student Personnel Services

Identifiers—*Mississippi

The Select Committee on Higher Education was created for the purpose of making an overall study of public higher education in Mississippi and to determine what is needed to improve educational opportunities for Mississippi students. The progress report covers the issues concerning public higher education in Mississippi that the Select Committee considered and sets forth its opinions and recommendations. Areas discussed include: college student personnel, organization and administration of Mississippi Colleges and Universities, special programs related to higher education in Mississippi, faculty and planning considerations, and compliance with federal laws. Statistical tables contain data on Mississippi high school graduates attending a college or university between 1969-1973; fulltime enrollment in Mississippi colleges and universities 1969-1973; loss of Mississippi college graduates to other states; and some examples of academic program duplications on Mississippi college and university campuses. (Author/PG)

ED 095 786 HE 005 860

Chance, C. William

A Planning Outline for the Study and Coordination of Washington Higher Education.

Washington State Council on Higher Education, Olympia.

Pub Date Mar 72

Note—42p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Community Colleges, *Educational Planning, *Enrollment, *Higher Education, Institutional Role, Instruction, *Program Coordination, *Statewide Planning

Identifiers—*Washington

Most of the recent expansion in public higher education can be attributed to demands for increasing the variety and number of educational programs, demands stemming from rapid population growth, and a clamor for innovation and alternatives in education. In meeting these demands, particularly in an environment of economic growth and an atmosphere of fiscal optimism, it should not be surprising that the implementation of new programs and the creation of new institutions would overshadow and outdistance the movement to coordination. However, while overshadowed, such movement never ceased, and as growth and expansion characterize Washington higher education, so do cooperation and integration. This report, containing early recommendations on enrollment distributions, institutional roles, academic instruction programs, and expansion in the number and capacities of community colleges, set the stage for many subsequent steps to coordinated programming in this state. The primary purpose of this draft outline was to broach the subject of comprehensive long-range educational planning and stimulate its discussion. Suggestions from institutions of higher education influenced the second version of the outline. This document contains the working draft of the planning outline that resulted from a third period of review and reaction. (Author/PG)

ED 095 787 HE 005 861

Exploring the External Degree. Conference Report.

Washington State Council on Higher Education, Olympia.

Spons Agency—George Frederick Jewett Foundation, Spokane, Wash.

Pub Date 24 May 73

Note—177p.; Papers presented at the conference concerning the external degree (University of Washington, Seattle, May 24, 1973); Prepared in cooperation with the Washington State Select Commission on Non-Traditional Study

EDRS Price MF-$0.75 HC-$9.00 PLUS POSTAGE

Descriptors—Conference Reports, Educational Needs, *External Degree Programs, *Higher Education, *Models, *Open Education, *Program Descriptions

This document reports on the May 24, 1973 conference at the University of Washington concerning the external degree. Emphasis is placed on the future needs of higher education, the external degree, the student population for the external degree, England's Open University, and external degree models in Colorado, California, New Jersey, and Minnesota. Summaries of group discussions and a list of conference participants are included. (MJM)

ED 095 788 HE 005 862

Perspectives and Plans for Graduate Studies. 11. Engineering 1974. A. Chemical Engineering.

Ontario Council on Graduate Studies, Toronto. Advisory Committee on Academic Planning.

Pub Date 74

Note—241p.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4 Canada ($5.00)

EDRS Price MF-$0.75 HC-$11.40 PLUS POSTAGE

Descriptors—*Curriculum Planning, *Doctoral Programs, Educational Finance, *Engineering, Enrollment, *Graduate Study, *Higher Education, Program Evaluation

Identifiers—*Canada, Chemical Engineering

On the instruction of the Council of Ontario Universities, the Advisory Committee Engineering (CODE), conducted a planning assessment for doctoral work in chemical engineering. Emphasis is placed on a summary of general evaluations; recommendations; chemical engineering as a discipline; nature and objectives of the PhD programs; analysis of the Ontario situation; the job market; and information concerning chemical en-

gineering at McMaster University, University of Ottawa, Queen's University, University of Toronto, University of Waterloo, University of Western Ontario, and the University of Windsor. For a study on electrical engineering, see HE 005 873. (MJM)

ED 095 789 HE 005 864
Higher Education Annual Enrollment Survey, 1973.
Connecticut Commission for Higher Education, Hartford.
Pub Date Feb 74
Note—32p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Community Colleges, *Degrees (Titles), *Enrollment Trends, *Higher Education, Private Colleges, State Colleges, State Universities, *Student Enrollment, Surveys, *Undergraduate Study
Identifiers—*Connecticut
This report is the 8th annual survey of college enrollments in Connecticut as prepared by the Commission for Higher Education. Highlights indicate: (1) After decreasing rates of growth in total enrollment for the years 1970, 1971, and 1972, the percentage increase in fall 1973 over fall 1972 rose to 3.7%. (2) In the independent colleges, fulltime undergraduate enrollment increased from 28,008 to 28,525 or 1.9%. (3) In the publicly supported colleges, fulltime undergraduate enrollment increased from 47,447 to 48,015 or 1.2%. (4) The number of first-time, fulltime students increased from 7,737 to 7,908 or 2.2% in the independent colleges. (5) For the second year, fulltime enrollment in the regional community colleges decreased slightly down from 10,737, or 0.9%. (6) Degrees numbering 25,001 were granted in the year ending June 1973. This is an increase of 8.9% over those granted in 1972. (7) 49.9% of all degrees granted were earned by women. Last year (1972) the percentage for women was 41.4%. (8) 44.5% of the fulltime undergraduates in the independent colleges were Connecticut residents. In the public colleges 92.0% of the fulltime undergraduates were Connecticut residents. (MJM)

ED 095 790 HE 005 865
Inquiry into Academic Salaries.
Australian Ministry of Science and Education, Canberra.
Pub Date May 73
Note—127p.; The Parliament of the Commonwealth of Australia, 1973 Paper No. 104
EDRS Price MF-$0.75 HC-$6.60 PLUS POSTAGE
Descriptors—*College Faculty, Faculty Recruitment, *Foreign Countries, Fringe Benefits, *Higher Education, Professional Personnel, *Salary Differentials, *Teacher Salaries, Teacher Welfare, Teaching Benefits, Teaching Load
Identifiers—*Australia
This document reviews academic salaries in Australia. Chapters cover academic work value, recruitment and retention of staff, and the benefits of academic employment, salary movements in relevant occupations, comparative wage justice, recommended salary levels, sublecturer grades, several salary levels for professors, clinical loadings, and permanent review machinery. Recommendations are indicated for salaries and salary ranges, differentials and loadings for professors, clinical loadings, and permanent review machinery. (MJM)

ED 095 791 HE 005 866
Duff, Franklin L. Dold, Charles N.
A Follow-up Survey of the 1972 Graduates of the University of Illinois.
Illinois Univ., Champaign. Bureau of Institutional Research.
Pub Date Oct 73
Note—143p.
EDRS Price MF-$0.75 HC-$6.60 PLUS POSTAGE
Descriptors—*College Graduates, Educational Experience, *Followup Studies, Graduate Surveys, *Higher Education, *State Universities, *Vocational Followup
Identifiers—*University of Illinois
This report focuses on the vocational and educational activities and accomplishments of the graduates of the University of Illinois. Results of a questionnaire survey indicated 83.0 percent of the graduates responding to the survey were employed. There was virtually no difference in the employment rate for men and women graduates. Married women, however, were somewhat less likely to be employed than were single women, the difference being most pronounced among the master's and doctor's degree graduates. The doctor's and professional degree graduates were considerably more frequently employed than were those at the bachelor's and master's degree levels. The graduates of the medical center campus were more likely to have jobs than was true for the other two campuses. Three fourths of the University's graduates with jobs were still in the first jobs they had obtained after graduation. Two thirds of the employed graduates surveyed were employed in Illinois. Most of the graduates overall were employed either by professional agencies and services or by industrial or business firms. Research methodology, statistical data, and additional results are included. (MJM)

ED 095 792 HE 005 868
Kinsel, John B. Latham, Jefferson
A Comparison of Two course Evaluation Forms: The Hofstra University Course and Teacher Evaluation Questionnaire and the New College Course Evaluation Questionnaire. Report No. 3.
Hofstra Univ., Hempstead, N.Y. New Coll. Educational Research Office.
Pub Date Jun 74
Note—15p.; Some lines of text may not reproduce clearly
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Course Evaluation, Evaluation, *Higher Education, *Measurement Instruments, *Questionnaires, *Teacher Evaluation
Identifiers—Hofstra University, *New College
This report concerns a comparison of the course and teacher evaluation form used by New College of Hofstra with another form recently developed for use in other units of Hofstra University. The comparative analysis is based on data derived from administration of the Hofstra University Course and Teacher Evaluation Questionnaire and the New College Evaluation Questionnaire to 368 New College respondents at the conclusion of the spring semester 1974. The purpose of this study was to compare results on the two forms to determine: (1) if similar information was gained from the two forms, (2) if one or the other of the forms alone provided information appropriate to the needs of New College, and (3) if in the future it would be necessary to administer both forms. Overall, it might be concluded that the two forms do get at basically the same information, since significant correlations do exist between many items and many items do have "face" or content similarity. Yet, as previously indicated, much higher correlations might have been expected among certain items that are in fact identical. The possibility of some systematic bias in responding, as suggested by the review of individual respondee sheets, and by the relatively low intercorrelations between forms with relatively high interacorrelations between items on the same form, limits any extensive interpretation of comparability of forms. Reproduced from best available copy. (Author/PG)

ED 095 793 HE 005 870
Kinsel, John B. Latham, Jefferson
An Evaluation of the "Living-Learning" Unit: New College, 1973-74. Report No. 5.
Hofstra Univ., Hempstead, N.Y. New Coll. Educational Research Office.
Pub Date Jul 74
Note—6p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Curriculum Evaluation, Educational Innovation, *Higher Education, *Learning Experience, *Program Evaluation, Questionnaires, *Student Attitudes, Surveys
Identifiers—Hofstra University, Living Learning Unit, *New College
The New College Living-Learning Unit was begun in 1972-73 as an optional beginning semester for New College freshmen. The basis for the curriculum was taken from the regular freshman program at New College but given a 'unique' substance (the notion of community from a multiplicity of discipline perspectives) and unique physical facilities. The following report is an evaluation of the Living-Learning Unit for its second year of operation. Three faculty along with 52 students comprised the population of the unit. The curriculum for the program included a "core" course entitled "Being Human" that was required of all participants. In addition, six other courses were listed as part of the Unit, although students were not required to take any of these other courses. The primary concern of this evaluation was with the perceived value of the Living-Learning Unit and the "Being Human" course in particular. Two additional dimensions, the physical facilities provided for the program and the student's attitude toward this type of program in general, were also of major interest. In the eyes of the students responding to the Living-Learning Unit Questionnaire, the Unit appears to have failed to materialize as a cohesive, meaningful, learning experience. But it must be remembered that the views expressed in this report reflect only 40% of the participants and therefore may not be representive. The appendix contains the survey results. (Author/PG)

ED 095 794 HE 005 871
Smith, D. Richard
Patterns of Innovation. An Inventory of Non-traditional Instructional Activities. Volume II.
Purdue Univ., Lafayette, Ind. Continuing Education Administration.
Pub Date Jul 74
Note—207p.; The collection of papers in this volume is designed to supplement those contained in Volume I
Available from—Inventory of Non-Traditional Instruction, Continuing Education Administration, 110 Stewart Center, Purdue University, West Lafayette, Indiana 47907 ($5.00)
EDRS Price MF-$0.75 HC-$10.20 PLUS POSTAGE
Descriptors—Counseling, *Educational Innovation, *Higher Education, *Independent Study, *Instructional Improvement, *Instructional Innovation, Management, Program Descriptions, Tutorial Programs, Video Equipment, Visual Aids
This document presents a collection of papers presenting an array of innovative approaches in higher education and offers papers and case studies of a variety of nontraditional activities. Some of the topics cover closed circuit TV and audio-tutorial instruction in veterinary science and medicine; televised graduate level engineering courses; the practical design approach in home furnishings; effects of various amounts and types of independent study in a nursing course, branched-program achievement testing; a program for improving instruction; a survey of Russian culture and civilization; clinician training through a self-confrontation technique; innovative instructional activity in small business management; strategic management; modular instruction in introducing biology laboratories; computer-assisted instruction for pharmacy students; counselor tutorial program; telelecture improves teaching; nontraditional instructional techniques in Horticulture; computer graphics; and systematic group training; service, and research program. A total of 54 innovative techniques are briefly described. (MJM)

ED 095 795 HE 005 872
Kinsel, John B.
New College Student Profile--Freshmen, 1973-74. Part I: ACE Questionnaire Results. Report No. 6.
Hofstra Univ., Hempstead, N.Y. New Coll. Educational Research Office.
Pub Date Jul 74
Note—17p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Average Students, *Higher Education, *Individual Characteristics, Statistical Data, *Student Characteristics, Students, *Surveys
Identifiers—Hofstra University, *New College
The following report is a comparative analysis of data derived from the American Council on Education Student Information Form administered to all incoming students at New College of Hofstra University in September 1973. New College had a slightly higher proportion of male to female students in its 1973-74 entering class. This is the reverse of the national pattern. In terms of parental income levels, New College entering students come from both extremes of the income continuum with greater frequency. The

indicated high school average of New College freshmen appears to be comparable to the average of Hofstra students in general and is consistent with figures reported for other students in 4-year colleges. As with other Hofstra freshmen, the majority of New College students expect support from families (parental) of $1,000 or more. In terms of career and personal objectives, New College freshmen are less interested in business and technical professions than are Hofstra freshmen. In reviewing a number of questions related to attitudes and values, one gets the general impression that New College freshmen are, in fact, more liberal or "leftist" in their political and social values and beliefs. Statistical tables accompany the text. (Author/PG)

ED 095 796 HE 005 873

Perspectives and Plans for Graduate Studies. 11. Engineering 1974. B. Electrical Engineering.

Ontario Council on Graduate Studies, Toronto. Advisory Committee on Academic Planning.

Pub Date 74

Note—278p.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4 Canada ($5.00)

EDRS Price MF-$0.75 HC-$13.80 PLUS POSTAGE

Descriptors—*Curriculum Planning, *Doctoral Programs, Educational Finance, *Engineering, Enrollment, *Graduate Study, *Higher Education, Program Evaluation

Identifiers—*Canada, Electrical Engineering

On the instruction of the Council of Ontario Universities, the Advisory Committee on Academic Planning, in cooperation with the Committee of Ontario Deans of Engineering (CODE) conducted a planning assessment for doctoral work in electrical engineering. Emphasis is placed on the supply and demand of doctorates in electrical engineering; factors to consider related to the doctoral programs in electrical engineering; evaluation of the doctoral program in electrical engineering in Ontario Universities; and recommendations. Information is given on electrical engineering programs at Carleton University, McMaster University, University of Ottawa, Queen's University, University of Toronto, University of Waterloo, University of Western Ontario, and the University of Windsor. For a study on chemical engineering, see HE 005 862. (MJM)

ED 095 797 HE 005 874

Cleveland, Harlan

Excellence Minus Six Years, and Holding.

Hawaii Univ., Honolulu.

Pub Date 24 Oct 73

Note—16p.; Testiomony presented before the Governor's Ad Hoc Commission on Operations, Revenues, and Expenditures, Honolulu, Hawaii, October 24, 1973

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Educational Administration, *Educational Finance, *Educational Policy, Enrollment Influences, *Higher Education, *Historical Reviews, Program Descriptions, *State Universities

Identifiers—*University of Hawaii

This document is testimony presented before the Governor's Ad Hoc Commission on Operations, Revenues, and Expenditures at the Hawaii State Capitol, October 1973 designed to describe various facets of the University of Hawaii. Emphasis is placed on a brief descriptive history; University development; educational policy in the areas of access, resources, options for students, and programs to strengthen student readiness of higher education; areas of study; the effects of external conditions, lower enrollments, and budget cuts, upon the University; and administrative organization. (MJM)

ED 095 798 HE 005 875

Bell, T. H.

The Federal Role in Higher Education.

Pub Date 17 Sep 74

Note—10p.; Speech presented at the Conference for Journalists on the Crisis in Higher Education (Washington, D.C., September 17, 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Educational Finance, *Educational Needs, *Federal Government, Federal Programs, Financial Support, *Government Role, *Higher Education, Historical Reviews, Social Change, Speeches

This speech historically reviews what the federal role is, and what it ought to be, in terms of national priorities, and in terms of what is appropriate within national goals for the present and foreseeable future. Emphasis is placed on the GI Bill of Rights, the Higher Education Act of 1965, the Guaranteed Student Loan Program, and the State Student Incentive Grant Program. (MJM)

ED 095 799 HE 005 876

Stewart, Michael O. Stahl, D. Bruce

Fort Hays Kansas State College and Other Four Year Colleges. A Comparison of Entering Freshmen Fall 1973.

Fort Hays Kansas State Coll., Hays. Office of Institutional Research.

Pub Date Aug 74

Note—16p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Career Choice, *College Freshmen, *College Students, Educational Finance, *Educational Objectives, Family Characteristics, *Higher Education, Religion, State Colleges, *Student Characteristics, Student Costs

Identifiers—*Fort Hays Kansas State College

Each year the Cooperative Institutional Research program of the American Council of Education publishes national normative data on characteristics of first-time, fulltime freshmen college students. This report compares the national 4-year college norms with the norms of Fort Hays Kansas State College and analyzes these norms statistically to identify areas which are significantly different. The responses of FHKSC freshmen differed significantly from the national norms on questions pertaining to: distance from home to college; highest degree planned; education of parents; and credit hours taken during the fall semester, in addition to some other questions. (MJM)

ED 095 800 HE 005 877

Draft Report. Montana Commission on Post-Secondary Education.

Montana Commission on Post-Secondary Education, Helena.

Pub Date 74

Note—152p.

EDRS Price MF-$0.75 HC-$7.80 PLUS POSTAGE

Descriptors—American Indians, Educational Accountability, *Educational Finance, Educational Objectives, Educational Policy, *Governance, Health Education, *Higher Education, *Post Secondary Education, State Colleges, State Legislation, *State Standards, State Universities

The Montana Commission on Post Secondary Education was directed to make a detailed and thorough study of postsecondary education in the state. This draft report concerns goals, educational policies, governance, planning, financing, institutions and their missions, health care education, Native Americans and postsecondary education, and accountability. Recommendations are indicated for each study area. Appendices include supplementary data, staff and technical reports, membership of technical groups, public hearings, recommendations, House Bill 578, Montana public postsecondary educational institutions, state-level governance of Montana education, and minority reports. (MJM)

ED 095 801 HE 005 878

Hassencahl, Fran

Part-time Faculty Women (and Men) Have Needs, Too.

Pub Date 21 Mar 74

Note—7p.; Paper presented at Eastern Communication Association (March 21, 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*College Faculty, Educational Objectives, Females, Fringe Benefits, *Higher Education, Males, *Part Time Teachers, Research Projects, Speech Education, *Teacher Characteristics, *Teacher Salaries, Teacher Welfare

This study investigates the characteristics of parttime faculty in the speech communication field. A survey questionnaire was mailed to 87 parttime faculty employed during the 1973-74 academic year. Forty-six of these were females and 41 were males. The survey questionnaire consisted of 57 questions covering the broad subject areas of educational attainments and aspirations; courses taught; advising; participation in grants, committees, and professional associations; fringe benefits and salaries; working conditions; dissatisfaction with job and salary status; and child care needs and facilities. Conclusions indicated: (1) Parttime faculty tend not to be faculty wives. (2) A significant number of parttime faculty are continuing graduate work. (3) Parttime women tend to be less satisfied with salaries and more likely to be dependent upon the parttime job, while men tend to be teaching parttime for extra money and are less concerned about salary levels. (4) Men appear to do little better than women in the area of fringe benefits, but on access to office space and telephones they had a significant advantage. Additional conclusions and statistical data are presented. (MJM)

ED 095 802 HE 005 879

Kinsel, John B.

Student Profile: Freshmen - 1973-74. Part II: SAT, High School Decile, and Entrance Testing.

Pub Date Jul 74

Note—23p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Academic Ability, *Academic Achievement, Aptitude Tests, *College Freshmen, *College Students, Grade Point Average, *Higher Education, Research Projects, *Student Characteristics

Identifiers—*New College Hofstra University

This document presents data concerning the 1973-74 New College (Hofstra) entering freshmen. High school decile data and Scholastic Aptitude Test (SAT) data are collected as a part of the usual admission procedures. In addition, 50 of the 68 freshmen were administered the Cooperative Reading Test, the Omnibus Personality Inventory, and the New College Entrance Questionnaire. Based upon a review of SAT, high school deciles, and entrance test data on entering freshmen, 1973-74, the following points were made: (1) Overall, the level of academic achievement based on SAT scores has dropped an average of 4 or 5 percent over students admitted the previous year. (2) The mean high school decile for entering students was 3.5 and is approximately the same as Hofstra Freshmen in general. (3) Reading levels of entering freshmen are above average overall, but levels of comprehension are slightly below average. (4) Students selecting New College appear to be intellectually motivated, to have an interest in the pursuit of ideas rather than facts, and to prefer the kind of social environment that they perceive exists at New College. (MJM)

ED 095 803 HE 005 880

Larsen, Suzanne W.

A Study of the Academic Achievement of Athletes at the University of Tennessee, Knoxville. Volume XIV, Number 5.

Tennessee Univ., Knoxville. Office of Institutional Research.

Pub Date 21 Sep 73

Note—10p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Academic Achievement, *Athletes, *College Students, Graduation, *Higher Education, Institutional Research, State Universities, *Student Promotion

Identifiers—Knoxville, *University of Tennessee

This document reports on a study undertaken to compare the academic achievement of athletes, identified as members of University of Tennessee, Knoxville (UTK) intercollegiate teams, with that of male students not engaged in intercollegiate sports. Academic achievement was measured by the cumulative grade-point average (GPA) for spring quarter, 1973. In addition, an analysis of persistence to graduation was undertaken for similar groups of freshmen athletes and for a sample of male students for the years 1965 and 1968. Results indicated the mean GPA for male athletes for the spring quarter, 1973 was slightly less than the mean GPA for male undergraduates for the entire university and for each college except Agriculture, where the athletes involved had a slightly higher average. Also the average ACT Composite score for male athletes was slightly less than for that of all male entering freshmen in each of the years 1968

through 1972. For the 1965 male student sample in this study, the rate of persistence to graduation was 51 percent, with 4 percent still in school; the rate for the 1968 sample was 40 percent with 14 percent still enrolled. The educational progress of these small groups of students indicates that the 4-year time span to receive a bachelor's degree or its equivalent is perhaps not the best indication of persistence for either the athlete or any other male undergraduate. (MJM)

ED 095 804 HE 005 881
Miller, Herman P. Garfinkle, Stuart
Academic Careers and Post-College Employment of Young Men. Final Report.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Policy, Evaluation, and Research.
Pub Date 25 Sep 74
Note—59p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*Career Change, *Career Choice, Case Studies, Educational Experience, *Educational Objectives, *Employment Opportunities, *Higher Education, Males, Research Projects
This study of career goals, academic objectives and the relation of these to success in the job market involved a series of annual interviews with samples of people representing four different population groups: young men who were 14 to 24 years old in 1966; men who were 45 to 59 years old in 1966; young women who were 14 to 24 years old in 1968; and women who were 30 to 44 years old in 1967. For each of the four groups a probability sample of the civilian noninstitutional sample population has been drawn by the U.S. Bureau of the Census from 235 sample areas representing every state and the District of Columbia. Each sample consists of approximately 5,000 people. Conclusions tentatively suggest: (1) There is an enormous diversity in the background of students, even when they are grouped into relatively homogenous curriculum categories. (2) Many of the students show the clear effect of inadequate or no vocational guidance in their hopes and educational objectives. (3) Even in a world in which guidance was both accurate and abundant, many careers would be begun, terminated, and changed as a result of exogenous and accidental events that are completely outside the control of the student. (4) Most of the men in this study had vague career goals that were subject to many changes. (5) Higher education in the United States is clearly one of the most effective channels of upward intergenerational mobility, and this too different by curriculum field. Additional conclusions and case histories are included. (MJM)

ED 095 805 HE 005 882
El-Khawas, Elaine H.
College and University Facilities: Expectations of Space and Maintenance Needs for Fall 1974. Higher Education Panel Reports No. 20.
American Council on Education, Washington, D.C. Higher Education Panel.
Pub Date Sep 74
Note—36p.
Available from—Higher Education Panel, American Council on Education, One Dupont Circle, Washington, D.C. 20036
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Administrator Attitudes, *Educational Facilities, Facility Planning, *Higher Education, *Institutional Facilities, *Maintenance, Research Projects
In order to gain some perspective on the present status of higher education facilities and maintenance activities, the Higher Education Panel recently conducted a survey of the opinions of college administrators with respect to their physical facility planning. The survey was designed to elicit opinions on the perceived adequacy of an institution's buildings and maintenance programs. The questionnaire for this survey was mailed to 645 members of the Panel. Ninety percent of the institutions surveyed returned completed questionnaires. Results are categorized according to implications of Occupational Safety and Health Act regulations, preventive maintenance activities, changes in plant operation and maintenance, and the impact of enrollment on physical plant planning. Results indicated that a number of specific trends do exist with respect to the adequacy of higher education facilities and maintenance planning. Statistical data are included. (MJM)

ED 095 806 HE 005 883
Stewart, Michael O. Hannafin, Kathleen M.
Fort Hays Kansas State College and Other Regents' Institutions: A Comparison of the Perceptions of Senior Students.
Fort Hays Kansas State Coll., Hays. Office of Institutional Research.
Pub Date Jul 74
Note—33p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*College Students, Educational Environment, *Educational Experience, Educational Finance, *Higher Education, Institutional Research, Program Evaluation, Research Projects, *Seniors, State Colleges, *Student Attitudes
Identifiers—*Fort Hays Kansas State College
A 10 percent random sample of the 1972 senior class was requested to respond to an 11 page, 90-item questionnaire concerning their educational experiences at the six state Regents' institutions. Replies were received from 62.5 percent of Fort Hays Kansas State College (FHKSC) seniors and 58.0 percent from five other institutions. The data were used to compare FHKSC to the other Regents' institutions, and to develop inferences concerning the strengths, weaknesses, and characteristics of FHKSC as perceived by the 1972 senior class. In particular, the 90-items were evaluated regarding: background; plans; the institutions' services; the academic programs; the psychological climate; the campus characteristics; finances; adequancy of programs; and personal satisfaction. Fort Hays Kansas State College seniors gave more positive ratings to: housing accommodations, health services and the library holdings than did seniors at the other institutions. In evaluating institutional characteristics, FHKSC seniors described their personal environment as "friendly," with students having a significant voice in policymaking. In regard to the "academic" environment, respondents described their environment as "conforming," with highly "competent" faculty. (Author)

ED 095 807 HE 005 884
Study of Educational Programs and Employment Opportunities in Health in Connecticut and the Northeast and Overview.
Connecticut Inst. for Health Manpower Resources, Hartford.
Spons Agency—Connecticut Commission for Higher Education, Hartford.; Connecticut Regional Medical Program, Hartford.
Pub Date 74
Note—705p.
Available from—Commission for Higher Education, 340 Capital Avenue, Hartford, Connecticut 06101
EDRS Price MF-$1.20 HC-$34.20 PLUS POSTAGE
Descriptors—*Educational Programs, *Employment Opportunities, Health, *Health Education, *Health Occupations, *Higher Education, Occupational Surveys, Research Projects, State Surveys
Identifiers—*Connecticut, Northeast
This report presents the overview and study of educational programs and employment opportunities in health in Connecticut and in the Northeast. The overview emphasizes recommendations; Connecticut health-related educational programs; Connecticut employment of selected health occupations; projections; state agencies as employer/educator; profiles of health occupations; Northeast data; Connecticut Commission for Higher Education Planning regions; and an appendix with a coordination series, occupational groupings, graphs of projected supply and demand, planning regions, and rate of response for survey questionnaire. The study section describes in detail each of the major areas encompassed in the overview. Statistical data are included. Filmed from best copy available. (MJM)

ED 095 808 HE 005 885
Bolton, Steven G.
Kentucky Workmen's Compensation and Experiential Learning Situations.
Pub Date 6 May 74
Note—4p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*College Students, *Field Experience Programs, *Higher Education, Legal Problems, *Work Experience Programs, *Workmans Compensation
Identifiers—Experiential Learning, *Kentucky, University of Kentucky
This document investigates the legal aspects of whether students in field learning situations are eligible for workmen's compensation. It is suggested that a student who works and receives a salary or wages from a state agency or other employer would be covered by the employer's workmen's compensation. If a student works for an agency or company but receives compensation only for his out-of-pocket expenses or receives no compensation at all, that student could be considered as a volunteer worker and not eligible for workmen's compensation. Although there are no court cases to refer to, a court may construe receiving room, board, or other necessities from an employer in lieu of money payment as employment. Whether or not a student is not given workmen's compensation, he may resort to common law tort action should an injury occur. (MJM)

ED 095 809 HE 005 887
Towards Mass Higher Education. Issues and Dilemmas.
Organisation for Economic Cooperation and Development, Paris (France).
Pub Date 74
Note—228p.; Report of the Conference on Future Structures of Post-Secondary Education, Paris, France, June 26-29 1973
Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($5.50)
EDRS Price MF-$0.75 HC-$11.40 PLUS POSTAGE
Descriptors—Admission (School), *Conference Reports, Costs, Educational Finance, *Educational Policy, *Higher Education, *International Education, *Post Secondary Education, School Industry Relationship, Statistical Data
To discuss a number of major issues related to policies for the future development of higher education systems, the Organisation for Economic Cooperation and Development (OECD) organized a Conference on Future Structures of Post-Secondary Education, which took place in Paris in June 1973. High officials responsible for education policy in OECD member countries, including a number of ministers, attended the Conference together with teachers, administrators and participants from trade union and professional organizations. The central concern of the Conference was to examine the advent of mass higher education in its main patterns and characteristics and to identify alternative policy measures for facilitating the overall structural transformation of the system toward meeting its new objectives in the context of social and economic development. The present volume contains a series of four background studies relating to some of the major themes of the Conference. They are: Quantitative Trends in Post-Secondary Education and Admission Policies in Post-Secondary Education, both by Jean-Pierre Pellegrin; New Relations Between Post-Secondary Education and Employment, by Eric Esnault and Jean Le Pas; and The Cost and Finance of Post-Secondary Education, by Olav Magnussen. (Author/PG)

ED 095 810 HE 005 888
Idelson, Evelyn M.
Affirmative Action and Equal Employment. A Guidebook for Employers and Appendices. Volume I and II.
Equal Employment Opportunity Commission, Washington, D.C.
Pub Date Jan 74
Note—202p.
Available from—EEOC-Affirmative Action, P.O. Box 1612, Springfield, Virginia 22151 (up to 10 copies free)
EDRS Price MF-$0.75 HC-$10.20 PLUS POSTAGE
Descriptors—Contracts, *Employer Employee Relationship, *Equal Opportunities (Jobs), Federal Legislation, *Higher Education, Personnel Policy, *Racial Discrimination, Recruitment, *Sex Discrimination, Unions
Identifiers—*Affirmative Action
This guide is to help the employer design and implement programs to ensure fair and equal treatment for all persons, regardless of race,

color, religion, sex or national origin, in all employment practices. Certain basic elements of most employment systems repeatedly have proved to result in discrimination, and certain basic steps have been found essential to eliminate discriminatory practices. The legal basis for affirmative action, including federal legislation, definitions of discrimination, equal employment opportunity, and basic steps are presented as a guide to developing an effective affirmative action program (publications, surveys, goals, timetables, recruitment, selection standards and procedures, salary structures, union contracts, training, support services, job related education). Volume II contains the appendices related to the text (sample documents, data sources, recruitment resources, guidelines and regulations, and Equal Employment Opportunity Commission publications). (Author/PG)

ED 095 811 HE 005 889
Perkins, James A.
Is the University An Agent for Social Reform? Occasional Paper Number 8.
International Council for Educational Development, New York, N.Y.
Pub Date Sep 73
Note—30p.; Speech presented at the symposium held at the University of Canterbury, Christchurch, New Zealand, May 1973. International Council for Educational Development Occasional Paper Number 8
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Change Agents, College Graduates, *Higher Education, *Institutional Role, *Social Change, Speeches, *Universities
This paper was delivered to a symposium held by the University of Canterbury, New Zealand, as part of its centennial celebrations in May 1973. The central theme of this paper is that the idea of the university as an effective instrument of social reform has been dangerously exaggerated. This disjunction between expectation and capacity is grounded on a misunderstanding of two modes of the university--the university as a corporate institution and the university as an academic community. The university as a corporate institution is elaborated, then social change, investments, admissions, professional networks, influence of the university, and the influence of the educated man is discussed. The author concludes that the university's greatest instrument for social reform is not its institutional muscle but its graduates who will have appreciated a dedication to careful analysis and precise statement, and that embraces a view of what could be, which is the first prerequisite to social reform. (Author/PG)

ED 095 812 HE 005 892
Duff, Franklin L.
Degrees Granted by Institutions of Higher Education in Illinois 1957-58 Through 1971-72.
Illinois Univ., Champaign. Bureau of Institutional Research.
Pub Date Nov 73
Note—92p.
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—Bachelors Degrees, *College Graduates, *Degrees (Titles), *Higher Education, State Colleges, State Universities, *Statewide Planning, *Statistical Data
Identifiers—*Illinois
This report contains 1971-72 data for 90 senior institutions and 47 junior institutions, for a total of 137 Illinois institutions. The data in the report are presented in two sections. The first section contains the senior institutions and the second section the junior institutions. Space limitations demanded that the sub-bachelor's degrees and awards for the senior institutions be combined under a single heading of sub-bachelor's. The data are reported in terms of both the number of degrees and the percent of the state total the degrees represent. Separate bases have been used for senior and junior institutions for computing percents. Thus any reported for senior (junior) institutions really is the percent of the total for senior (junior) institutions in the State. (Author/PG)

ED 095 813 HE 005 893
Sexton, Robert F. Stephenson, John B.
Experiential Learning at the University of Kentucky: Institutionalizing Academic Change.
Pub Date [74]
Note—16p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Educational Objectives, *Field Experience Programs, *Higher Education, Internship Programs, Learning Experience, *Program Descriptions, *Program Evaluation
Identifiers—Experiential Learning, *University of Kentucky
This document reviews the development and progress of the experiential education program at the University of Kentucky. Following a review of why experiential education was developed and the stages of that development, emphasis is placed on the progress of the program in relation to its goals and objectives. (MJM)

ED 095 814 HE 005 900
Fife, Jonathan D.
Computerized Data Sources for Higher Education.
George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date Oct 74
Note—4p.; ERIC Higher Education Research Currents October 1974
Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($.40)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Data, *Data Bases, *Higher Education, *Information Centers, *Information Sources, *Information Storage, Statistical Data, Surveys
Today, with development of computerized data banks, there is an increased quantity of stored information that has relevance to problems far beyond the scope of the original study for which the data were developed. The purpose of this paper is to highlight some of the major data available and their sources. It is hoped that by describing some of these sources, researchers and policymakers will be encouraged to actively seek out other sources and to develop arrangements to utilize these data for their own special needs. The format of the paper is to indicate specific data sources, to describe the contents of these data, and to identify a contact that may be used to find out more about the use of these data. Items such as ways in which data can be used and cost of the service are not discussed. The sources are divided by the following areas: general survey data; higher education survey data; student survey data; financing data; and nonstatistical computerized data. A 20-item bibliography is included. (Author/PG)

IR

ED 095 815 95 IR 000 918
Proposed Research Program (Part A: Technical Narrative) on Assessment and Analysis of Education Satellite Communications Demonstration. Phase III.
Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Report No—RFP-NE-R-74-0002
Pub Date 21 May 74
Contract—NIE-C-74-0045
Note—67p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Communications, *Communication Satellites, Evaluation Methods, *Program Evaluation, *Research Design, Research Methodology, Research Problems, Research Proposals, Scientific Principles, Statistical Analysis, *Telecommunication
Identifiers—ATS F Satellite
A proposal to monitor and summarize the experience that will be gained during the course of the ATS-F Education Satellite Communications Demonstration is described. The goals of the demonstration and the context in which it must be evaluated are discussed in an introduction. Subsequent sections deal with specific analytic approaches proposed, the project design, and the organization of the plan. The section on project design includes discussions of both the report schedule and the category system adopted for the analysis. The project management plan and the work plan and schedule are detailed in the organizational section. Finally, there are a set of four appendixes, entitled: 1) design of large-scale experiments; 2) data collection and analysis; 3) potential concept papers; and 4) target populations and the "assessment" process. The first appendix is useful in the planning of any large scale experiment, since it describes statistical concepts in general terms, and is not restricted to ideas relevant only to this study. (WDR)

ED 095 816 IR 000 945
Liesener, James W.
Planning Instruments for School Library/Media Programs.
American Library Association, Chicago, Ill.; Maryland Univ., College Park. School of Library and Information Services.
Pub Date 74
Note—70p.
Available from—Student Supply Store, University of Maryland, College Park, Maryland 20742 ($1.75 plus postage)
Document Not Available from EDRS.
Descriptors—*Cost Effectiveness, Evaluation Methods, *Instructional Materials Centers, Library Planning, Library Programs, Library Services, *Program Planning, *Questionnaires, *School Libraries
Four instruments to be used in developing school library and media programs are included in this package. Two questionnaires, addressed to students, teachers, administrators, and library staff, inventory current services and determine service priorities. Seventeen charts for data collection and a 20-page costing matrix are provided. Instructions for using these instruments are to appear in another publication entitled "A Systematic Planning Process for School Media Programs." (PF)

ED 095 817 IR 000 953
Coward, Richard E.
British Library Systems Development: The National and International Environment.
British Library, London (England). Research and Development Dept.
Pub Date Jul 74
Note—8p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Information Systems, *Library Automation, Library Circulation, Library Collections, Library Cooperation, *Library Networks, *Library Planning, Library Services, *National Libraries, Systems Approach
Identifiers—British Library, Great Britain, International MARC Network
The systems approach is being applied to the re-organization of the United Kingdom Library system. The core functions to the national library organization are: (1) reference; (2) lending; (3) bibliographic services; and (4) general planning associated with the development of a national library and information system. Despite the immense potential of the institution, it has almost equally big problems. The Public Library community recently consolidated over 380 separate library authorities into 115. Each faces the problem of assimilating different systems into a new administrative and bibliographic unit. In spite of this turbulent scene, the British Library (BL) community hopes to develop a program providing both scientific information services and bibliographic services. The BL objective is to provide a reservoir of bibliographic records. To accomplish this objective, the systems approach will anticipate the development of the International MARC Network and do everything possible to ensure that records coming through this network can be found and used with as little modification as possible. (WCM)

ED 095 818 IR 000 963
Dissemination and In-service Training: Report of the Schools Council Dissemination Working Party (1972-73). Pamphlet No. 14.
Schools Council, London (England).
Pub Date 74
Note—40p.
Available from—Schools Council, Central Despatch Section, 160 Great Portland Street, London W1M 6LL (Free while supplies last)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Curriculum Development, Curriculum Research, *Information Dissemination,

*Inservice Teacher Education, Program Descriptions, Teacher Education
Identifiers—*Great Britain
A working party of the Schools Council--a central agency funding national curriculum development projects in Great Britain--developed general principles and recommendations for the dissemination of these curriculum projects. The main aspects of dissemination are strategy, teacher involvement, local support, inservice training, use of media, and evaluation. Some of the recommendations were to facilitate the flow of information between users and projects, to support information services and publications, to develop training programs for the projects, to provide after-care support for projects, to aid project directors in dissemination activities, and to fund research and evaluation on dissemination success. (WH)

ED 095 819 IR 000 991
Hall, Keith A.
Educational Technology Annual Review: Adaptive Interactive Instructional Systems For Education.
Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 20 Mar 74
Contract—NIE-C-74-0027
Note—31p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Atlantic City, New Jersey, March 1974); ERIC/IR Annual Review Paper
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Computer Assisted Instruction, Educational Improvement, *Educational Research, *Educational Technology, *Instructional Systems, Literature Reviews, Programed Instruction, *State of the Art Reviews, Systems Approach
Identifiers—Aptitude Treatment Interaction
A review was made of current practices, problems, and related efforts to improve public education. It showed that teachers have been asked to perform an impossible instructional task, and to improve public education a systematic study of the important relevant variables must be initiated. These findings need to be implemented in systematic instructional programs which draw on advanced knowledge of curriculum, instructional methodology, learner variables, and instructional delivery systems. However, psychological research evidence is not directly applicable to the nonlaboratory learning situations in schools. Also, there is little, if any, established data about teaching which is widely accepted. On the other hand, the recognition of trait-treatment interaction analysis is an important milestone despite current criticisms. In addition, computer generated instructional materials have been quite positive when compared to traditional instruction. Programatic research efforts will be required to identify the appropriate variables and relationships and incorporate them into a single adaptive interactive instructional system which can have widespread application. (WCM)

ED 095 820 IR 000 992
Allen, William H.
Intellectual Abilities and Instructional Media Design. Draft Copy.
Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 20 Mar 74
Contract—NIE-C-74-0027
Note—48p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Atlantic City, New Jersey, March 1974)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Able Students, Academic Aptitude, *Cognitive Ability, *Individual Differences, *Instructional Design, Instructional Improvement, *Instructional Media, *Literature Reviews, Low Ability Students, Student Characteristics, Superior Students
Identifiers—*Aptitude Treatment Interaction
The effects of variation in instructional media design for all learners and for low and high ability learners considered separately are investigated in this paper, and the results are collected into a set of prescriptions for instructional media design. The literature of the aptitude-treatment interaction field is reviewed, and 10 statements on learning are made which are considered generally supported by the research. These are collected into separate lists of factors or variables that disproportionately benefit either high mental ability students or low mental ability students. Those instructional procedures that benefit low ability learners are characterized as largely serving a "compensatory" function, that is, they provide the mediators, organization, and modality that the students cannot provide for themselves. In turn, the instructional procedures that benefit high ability students serve a "preferential" function by calling on and utilizing their higher aptitudes. These generalizations are then expanded to form very detailed prescriptions for instructional media design, depending on the mental ability of the learners. (WH)

ED 095 821 IR 000 993
Clark, Richard E.
Taxonomizing Media Attributes for Research Purposes.
Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 20 Mar 74
Contract—NIE-C-74-0027
Note—29p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Atlantic City, New Jersey, March 1974)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Affective Behavior, Cognitive Processes, Literature Reviews, *Media Research, *Media Selection, Media Specialists, *Research Design, *Taxonomy
Identifiers—Aptitude Treatment Interaction
Reconstructing media research so that generalizable knowledge can be produced requires an increased emphasis on attributes of media which interact with individual differences to effect learning. In order to accomplish this, media researchers must make a distinction between research "with" media and research "on" media. Privious efforts to systematize the selection of media for instruction by developing taxonomies generally have not been derived from previous research; they also do not draw on previous efforts to organize or conceptualize individual differences in learners. An alternative approach to the structuring and testing of media attribute taxonomies might list attributes to be validated by forming a three-dimensional matrix of subjects, behaviors, and attributes. The matrix is then collapsed across each of the three factors in turn and intercorrelations factored. By collapsing across subjects, for example, it is possible to compute the correlations between all the pairs of media attributes on specific behaviors and factor analyze the intercorrelation matrix. Factors would represent functionally similar media attributes; i.e., clusters of attributes which tend to elicit the same behavior. The result would form the basis of a media taxonomy for research purposes. (Author/WCM)

ED 095 822 IR 000 994
Merrill, M. David
Learner Control: Beyond Aptitude Treatment Interactions. Draft Copy.
Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 20 Mar 74
Contract—NIE-C-74-0027
Note—19p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Atlantic City, New Jersey, March 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Able Students, Academic Aptitude, Cognitive Ability, *Individual Differences, *Individualized Instruction, *Instructional Design, *Instructional Improvement, Instructional Innovation, Learning Theories, Literature Reviews, Low Ability Students, Media Selection, *Research Methodology, Student Characteristics, Teaching Methods
Identifiers—*Aptitude Treatment Interaction, Cronbach (Lee J), Learner Control, Snow (Richard E)
A careful reading of Cronbach and Snow's "Aptitudes and Instructional Methods" reveals that an aptitude-treatment-interaction (ATI) approach is not just a research methodology but is, in fact, a theory oriented philosophy of proposed revision in curriculum and instructional methodology. It is our contention that as a theoretical argument the ATI approach extends current practice in a desirable direction but that this approach, like those it is intended to replace, seriously limits the possibility of optimal adaptation to individual differences. This paper attempts to identify the theoretical premises of the Cronbach/Snow argument and to propose alternatives which are less limiting. A new theoretical methodology, based on these alternative premises, is described. It is suggested that the study of ATI's may be unnecessary for the optimal adaptation of instruction to individual differences. (Author)

ED 095 823 IR 000 995
Di Vesta, Francis J.
Trait-Treatment Interactions (TTI), Cognitive Processes and Research on Communication Media.
Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 20 Mar 74
Contract—NIE-C-74-0027
Note—9p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Atlantic City, New Jersey, March 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Cognitive Processes, *Individual Differences, *Information Processing, *Media Research, Speeches
Identifiers—Aptitude Treatment Interaction, Trait Treatment Interaction
The Trait Treatment Interaction (TTI) Process approach is particularly adapted to the study of information-processing by receivers of information presented in the media. Differences in people's experiences do lead to different cognitive structures. Different people use the same machinery of perceiving, coding, storing, and retrieving. Neverthless, how they use this machinery, what information they process by this machinery, and which particular use of a given piece of machinery they prefer, will make a major difference in knowledge structures leading to an enormous variety of individual differences. Even very small differences in environment and experience can make large differences in knowledge structures including the learner's knowledge about how to process information, even though it is probably true that the underlying machinery is the same for all learners. Systematic investigations on the media based on TTI-Process oriented theories appear now to hold the promise of making a major impact on our understanding of the communication process as well as on our understanding of human behavior. In terms of the theories, technology, and research methods that the task requires there has never been a more opportune time. (WCM)

ED 095 824 IR 000 996
Sher, Abigail B.
Interaction Studies in University Education: A Search for TTI's in a Medical School (A Personal and Empirical Quest).
Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 20 Mar 74
Contract—NIE-C-74-0027
Note—12p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Atlantic City, New Jersey, March 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Aptitude, Higher Education, Individual Characteristics, *Medical Education, *Medical Students, *Student Characteristics
Identifiers—Aptitude Treatment Interaction, Michigan State University, *Trait Treatment Interaction
The literature on medical education does not contain many studies directly concerning ATI (Aptitude-Treatment Interaction) or more broadly TTI (Trait-Treatment Interaction), in

spite of the great many studies on the characteristics of medical students. Nevertheless, a project at Michigan State University was begun in which an entry profile of all entering medical students was compiled in the hope of maximizing the potential of both the students and the program. In the third year of the project the effort was expanded to study the interactions affecting two treatments judged important in their own right. While statistical significance was achieved, practical significance was not great enough. It is concluded that research in this area may not be of practical value for decision making in higher education. (WH)

ED 095 825 IR 000 997
Becker, Stephen P.
The Development of Instructional Design and Organizational Performance to Achieve Profit-Oriented Objectives.
Pub Date Apr 74
Note—13p.; Paper presented at the National Society for Performance and Instruction Annual Meeting (Miami Beach, Florida, April 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Behavioral Objectives, *Behavioral Sciences, Case Studies, Change Strategies, *Educational Technology, *Industrial Training, *Instructional Design, *Performance Criteria, Speeches
Identifiers—Massachusetts
A study was made using behavioral-science knowledge and educational technology to reduce the problem of lost and damaged freight at the St. Johnsbury Trucking Company, Cambridge, Massachusetts. This case study utilized the concept of force field analysis. The concept involved unfreezing a specific set of circumstances in the organization, moving to a new level of well-being in the organization, and then refreezing the organization at this new level of well-being. The key to the success of the program was high-quality training for non-specialists in the function and technology of the specialist which resulted in changing attitudes and perceptions about the need for preventative measures. From this program four major behavioral-science learnings were discovered: (1) to achieve a complex objective, it takes a whole series of training programs aimed at the same objective over a long period of time; (2) training alone cannot do the job, there must be support systems and clear performance goals; (3) the company never had a claims problem; instead, it had inefficient operations due to lack of management knowledge, commitment, and skill; and finally, (4) it is vital that the change agent be personally successful in the process. (WCM)

ED 095 826 IR 000 999
McMeen, George Rowland
Effects of Context and Size of Step on Meaningful Learning and Retention in a Linear Instructional Program.
Pub Date Jan 74
Note—96p.; Ph.D. Dissertation, University of Southern California
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—*Doctoral Theses, *Factor Analysis, *Grade 5, Intermediate Grades, *Pacing, *Programed Instruction, Retention, Science Instruction, Sequential Programs
Identifiers—Advanced Organizers, RULEG System
A doctoral dissertation study was made to investigate the effects of context and size of step to meaningful learning and retention in a linear instructional program, developed in accordance with the RULEG system, for 5th grade pupils. Among the variables explored were: (1) the mean number of acquisition errors; (2) the mean time required to complete the learning materials; and (3) the mean retention score for the recognition and meaningful information. A three-by-two factorial design was used. Relevant comparisons of the mean performances of all experimental groups were made. The study concluded that the sequencing of additional context statements in the form of advance organizers did not improve a linear instructional program; however the organization of facts into topics with context sentences did facilitate the retention of meaningful facts in the small size of steps condition despite the presence of interference. (WCM)

ED 095 827 IR 001 000
Hempstead, John Orson
Media and the Learner: the Influence of Media-Message Conponents on Students' Recall and Attitudes Toward the Learning Experience.
Pub Date 73
Note—142p.; Ph.D. Dissertation, University of Wisconsin
EDRS Price MF-$0.75 HC-$6.60 PLUS POSTAGE
Descriptors—*Abstraction Levels, Audiovisual Aids, Aural Learning, Educational Experiments, Filmstrips, Grade 6, *Intermode Differences, *Media Research, *Media Selection, Middle Schools, Pictorial Stimuli, Recall (Psychological), Scripts, Student Attitudes, Taxonomy
The level of abstraction of the message and the educational effects of five media presentations (Print, verbal sound, print/pictures, print/verbal sound, and pictures/verbal sound) were experimentally investigated. The media components were presented singly or in combination to 6th grade students in a uniformly controlled consistent environment. Measures of media preference, learning from media, and attitude toward the scriptlearned were statistically analyzed in relation to the five media presentations, two reading achievement levels of the students, and two different scripts. Results were traced to the media-message components of the media presentation. Among the many findings were: students did not necessarily choose the medium best suited for their own educational needs. Also, the results of print/sound presentation did not concur with results of previous research. However, high individual scores were obtained from each of the five media presentations, a fact which supports the inclusion of a wide variety of media in a media center collection to meet individual differences. (WCM)

ED 095 828 52 IR 001 001
Reed, Sarah R.
Report Relating to the Preparation of the North American Library Education Directory and Statistics 1971-1973. Final Report.
Indiana Univ., Bloomington. Graduate Library School.
Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
Pub Date Jul 74
Grant—OEG-0-73-5151
Note—30p.; Edited by D. Kathryn Weintraub and Sarah R. Reed
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—College Programs, *Directories, *Librarians, *Library Education, Library Programs, *Library Surveys, Questionnaires, University Libraries, Use Studies
Identifiers—Costa Rica, Cuba, Guatemala, Jamaica, Mexico, North America, Panama, Puerto Rico, United States Office of Education
The process used to prepare the North American Library Education Directory and Statistics (1971-1973) is described. The methodology of the survey is discussed, and a brief summary of the results is given. For the Directory see IR 000 987. (WCM/JY)

ED 095 829 88 IR 001 003
Fisher, Maurice D. And Others
Student Control and Choice: Their Effects on Student Engagement in a CAI Arithmetic Task in a Low-Income School. Technical Report No. 41.
Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—SU-SCRDT-TR-41
Pub Date Aug 74
Contract—NE-C-00-3-0063
Note—71p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Arithmetic, *Attention, *Computer Assisted Instruction, Educational Research, Elementary School Mathematics, Experiments, Grade 4, Grade 5, Intermediate Grades, *Locus of Control, *Mathematics Instruction, Measurement Instruments, Mexican Americans, Reinforcement, *Student Motivation
Identifiers—*Learner Controlled Instruction, Student Engagement
A study was made: (1) to determine whether children allowed to choose the difficulty levels of their arithmetic problems in a Computer Assisted Instruction (CAI) task would show greater engagement in learning than children who were not given a choice, (2) to discover possible patterns in the choices made, and (3) to determine the relationship of locus of control (LOC) attributions to engagement in the task. The subjects were 4th and 5th grade students, mostly Mexican-Americans, in a low-income school. Pairs of subjects were matched on age, sex, and initial achievement level in math. Subjects in both conditions used a modified form of the Math Drill and Practice program by Suppes, et al, 1974. Task specific attention or inattention and locus of control were measured. Among the major finds were: (1) that the choice group was significantly higher in engagement, (2) for both groups, engagement decreased significantly over a 15 day period; and (3) distinctive choice patterns did occur. The findings also showed that children will choose problems that result in poor academic performance; if performance in choice situations is to be improved, training methods that use information about children's unique patterns of choices should be designed. (Author/WCM)

ED 095 830 IR 001 004
Results of the Feasibility Study on the Establishment of a Science and Technology Policies Information Exchange System ("SPINES").
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No—UNESCO-GC-18-C
Pub Date 12 Jul 74
Note—15p.; UNESCO General Conference, Eighteenth Session
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Feasibility Studies, Financial Support, Information Networks, Information Processing, *Information Systems, *International Organizations, International Programs, Literature Reviews, Policy Formation, *Public Policy, *Sciences, Technological Advancement, *Technology, Thesauri
Identifiers—*Science Technology Policies Information Exchange, SPINES, UNESCO
The feasibility study forms part of a project initiated in 1969 which also includes the UNESCO Thesaurus of science and technology policies, a provisional world list of periodicals dealing with science and technology policies and some 3,000 abstracts of literature on the subject. The purpose of the feasibility study is to define the managerial, technical, legal and financial framework for a Science and Technology Policies Information Exchange System (SPINES). Included are estimates of the literature to be covered, users to be served, and costs to be met. A data table giving world estimates of science and technology policies literature is appended. (Author/PF)

ED 095 831 88 IR 001 005
NDEA III-A and ESEA II Survey Results.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Educational Media.
Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C.
Pub Date Jul 74
Note—28p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Educational Equipment, Elementary Education, *Federal Aid, *Federal Programs, Federal State Relationship, Instructional Materials, *National Surveys, Revenue Sharing, Secondary Education, State Federal Aid, Statewide Planning
Identifiers—Elementary Secondary Education Act Title II, ESEA Title II, National Defense Education Act Title III A, NDEA Title III A, North Carolina State Department Public Instruction
A survey was conducted to determine the nation's needs for future funding under both Title III-A of the National Defense Education Act (NDEA III-A) and Title II of the Elementary and Secondary Education Act (ESEA II). The North Carolina State Department of Public Instruction surveyed state officials responsible in the 50 states, five territories, the District of Columbia and the Bureau of Indian Affairs. Fifty-seven NDEA III-A questionnaires were sent and 93% were returned; 95% of the ESEA II questionnaires were returned. The NDEA III-A survey found: (1) that 50 of 52 respondents have local funds available to match federal allocations for 1974, and (2) that advanced funding had a "-

great" effect on program effectiveness. The ESEA II survey determined that 50 out of 54 respondents believed 1974 funding was inadequate to meet state-wide needs and estimated the amount of additional funds that could have been effectively used. Both surveys estimate the total amount of federal funds that could be matched by states in 1975, 1976, and 1977. Also, both agree that federal funding should be increased. (WCM)

ED 095 832 IR 001 006
Russell, James D. Lube, Bruce
A Modular Approach for Developing Competencies in Instructional Technology.
Purdue Univ., Lafayette, Ind.
Pub Date 17 Apr 74
Note—7p.; Paper presented at the National Society for Performance and Instruction National Convention (Miami, Florida, April 17, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*College Instruction, Educational Objectives, Evaluation Techniques, Games, Instructional Design, *Instructional Technology, Media Selection, Multimedia Instruction, *Program Descriptions, Programed Materials, Simulation, *Student Centered Curriculum, Teaching Techniques, Tests
Identifiers—Mastery Evaluation, Modular Instruction, Purdue University
The introductory instructional technology course at Purdue University represents a practical application of modular instruction, stated performance objectives, a multi-media approach to learning and mastery evaluation. The instructional modules are designed from a list of objectives and student projects. Students progress at their own rate toward mastery and are provided with a variety of learning activities and evaluation techniques. Instructional formats include large-group presentations and demonstrations, small-group discussions, guest subject-matter specialists, resource people, games and simulations along with individual study. A key element in the student-centered approach is success orientation--when students do not achieve, the course has failed. A mastery approach to evaluation is employed. The student selects from a variety of evaluation techniques, such as written quizzes, oral examinations, demonstrations and projects. He may re-test on any module he has failed to master. As a consequence of using objectives, a variety of learning strategies, as well as self-pacing and diagnostic evaluation, over 75% of the students demonstrate mastery of 90% of the course content. (WCM)

ED 095 833 52 IR 001 007
Comprehensive Organization/Operational Planning: A Research Project for Management Planning in Libraries.
Joint Univ. Libraries, Nashville, Tenn. Office of Research and Development.
Spons Agency—Council on Library Resources, Inc., Washington, D.C.
Pub Date 25 Oct 72
Note—109p.
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—Cost Effectiveness, Decision Making, *Library Planning, Library Services, Library Technical Processes, Management by Objectives, Management Information Systems, Management Systems, Operations Research, *Program Budgeting, Program Descriptions, *Staff Utilization, Systems Approach, *University Libraries
Identifiers—Joint University Libraries, Nashville, Tennessee
The Joint University Libraries (JUL) of Nashville, Tennessee have found that as they become increasingly complex they must make optimum use of their resources. In 1972, JUL initiated a planning effort, called Comprehensive Organizational/Operational Planning (CO/OP), designed to provide information for intelligent management decisions. Policy problems were to be addressed by a steering committee, funding problems by program budgeting, and organizational problems by a task analysis and a management review. Extensive formats were developed for the task analyses. Program elements were defined for each task in the library. These definitions and a few organizational charts are included in the appendix. (PF)

ED 095 834 IR 001 008
Mitroff, Ian I. And Others
On Management "Myth"-Information Systems.
Pub Date 74
Note—25p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Decision Making, Game Theory, *Information Systems, Management Games, *Management Information Systems, Management Systems, *Mythology, Story Telling
Identifiers—FREUD, Management Myth Information Systems
Management Myth-Information Systems (M-MIS) are information systems which present information to a decision maker by means of stories. In MMIS a scientific datum by itself is not information, but is information if and only if it is tied to an appropriate story or myth that has meaning to the individual who needs the information, the organization in which he is located, and the type of problem that he faces. Since this defines the key variables underlying MMIS, the study of the critical literature dealing with the nature and function of mythology becomes central to MMIS design. Ways are suggested in which the literature of mythology and the phenomenon of story-telling can be used in the design of MMIS if not for information systems in general. An experiment dealing with some central features of MMIS involved playing a series of games under the twin conditions of uncertainty and dialectical advice. Experimental subjects were exposed to the advice of two radically opposing "experts of the game" who were designed to present opposing views of the game situation. A suggested program of research and a list of references are given. (Author/LS)

ED 095 835 52 IR 001 011
Hall, Carol J.
African-American Materials Project Experiment in Regional Cooperation. Final Report.
North Carolina Central Univ., Durham.
Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
Bureau No—BR-1-0715-FR
Pub Date Jul 74
Grant—OEG-0-71-3890
Note—30p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—African American Studies, *African Literature, Archives, *Bibliographies, Consortia, *Library Associations, *Library Collections, Library Programs, *Negro Literature, Regional Programs
Identifiers—*African American Materials Project
The African-American Materials Project was a three year venture in bibliographic control of African-American materials. It was a regional project, designed to locate and describe materials in six Southern states. The project was divided into three periods. Phase I was devoted to locating existing collections through the use of a questionnaire, preparing checklists to aid in the search for specific items, and beginning to locate newspapers, periodicals, and bibliographies. During Phase II substantial progress was made toward locating manuscripts and archives, theses, oral histories, and pre-1950 imprints. Phase III activities included completion and distribution of a consortium list of materials purchased with a Special Purpose Grant and submission of a manuscript to a publisher. It is hoped that this project will serve as a model for other regional ventures or as a nucleus for a national project. (Author/WH)

ED 095 836 IR 001 012
Yaney, Joseph P. Roderick, Roger D.
Who Gets Trained: A Look at Participation in Company Training Programs.
Loyola Univ., Chicago, Ill.; Ohio State Univ., Columbus.
Pub Date 20 Apr 74
Note—19p.; Paper presented at the National Society for Performance and Instruction Annual Conference (Miami Beach, Florida, April 20, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Caucasians, Comparative Analysis, *Disadvantaged Youth, *Industrial Training, *Job Training, *Manpower Development, Manpower Utilization, Negroes, Program Effectiveness, *Racial Factors
Identifiers—National Longitudinal Survey of the Labor Force, Pretraining
A study of participation in training had as subjects black and white employees who were 17-24 years of age, not enrolled in school from 1966 to 1969, and who received company-sponsored training. Most of the employees were in lower socio-economic status jobs. Some 19% of the black youths received some pretraining, while approximately 10% of the white youths were pretrained. The sample consisted of 905 white youths and 342 black youths drawn from the National Longitudinal Survey of the labor force, a project sponsored by the U.S. Department of Labor. Comparisons were made between those who did not receive training during that interval. The study concluded that: (1) employers play an important part in helping with upward mobility of the labor force; (2) the type of training received relates to the occupational opportunities of the youths; and (3) broader opportunities for training for black and white youths will help reduce the economic differentials. (Author/WCM)

ED 095 837 IR 001 013
Hamilton, G. E. Smart, K. I.
United Kingdom Statistics: Sources, Use and Indexing Requirements.
Loughborough Univ. of Technology (England). Library.
Report No—LUT-LIB-R-7
Pub Date Jul 74
Note—75p.
Available from—Library, Loughborough University of Technology, Loughborough, Leicestershire LE11 3TU, England ($8.00)
Document Not Available from EDRS.
Descriptors—Computer Programs, Data Bases, Feasibility Studies, Indexes (Locaters), *Indexing, *Information Processing, Information Services, Information Sources, *Statistical Data, Surveys
Identifiers—Statistics Indexing and Retrieval Project, STIR, United Kingdom
The aims of the first phase of the Statistics Indexing and Retrieval (STIR) Project have been: (1) to define the types and sources of statistics which should be within the scope of an operational indexing system for statistical sources; (2) to analyze the use made of statistical sources; and (3) to consider the intellectual, structural, and economic factors with a bearing on the design of a system. The STIR system will provide indexing of all primary sources of statistical data in the United Kingdom. Further study of the possibility of computerized indexing is planned. The appendixes include forms and results of a survey of subject enquiries for United Kingdom statistics and a questionnaire used for a survey of statistics users. (Author/LS)

ED 095 838 IR 001 014
Gallinger, Janice
Educational Media Selection Centers and Academic Libraries.
Pub Date Jul 74
Note—8p.; Paper presented at the Annual Meeting of the American Library Association (New York, New York, July 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—College Libraries, Colleges, *Curriculum Study Centers, Demonstration Centers, Educational Resources, *Educational Technology, Evaluation Criteria, Instructional Materials, *Instructional Materials Centers, Instructional Media, *Media Selection, Teacher Education, *Teachers Colleges, University Libraries
Identifiers—National Book Committee, *National Laboratory System
Colleges with sizable teacher education programs must demonstrate the legitimacy and usefulness of all kinds of educational media and technology. Students and faculty in such colleges need readily available educational media selection centers, which may be considered expanded curriculum laboratories, to help them become familiar with the materials. Assistance needed in selecting materials for the centers may be provided by referrals from information clearinghouses such as ERIC, or by the National Laboratory System (NLS) proposed by committees of the National Book Committee. The NLS, as a network of educational media centers, should also provide selection and evaluation criteria and cataloging of nonprint media com-

patible with that of Library of Congress. Colleges should provide active leadership in the NLS program. (LS)

ED 095 839 IR 001 015
Scanland, Worth
The Instructional Systems Development Function--How to Get It Done.
Naval Training Command, Pensacola, Fla.
Pub Date Apr 74
Note—14p.; Paper presented at the National Society for Performance and Instruction Annual Conference (Miami, Florida, April 20, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Curriculum Design, *Instructional Design, *Instructional Systems, *Instructional Technology, *Systems Analysis, Systems Approach
Identifiers—*Naval Education Training Program Development Cent, Navy
Utilization of the principles of instructional systems development and of educational technology can eliminate the inadequacies of instructional program development by the (usually untrained) teacher responsible. The four military services have created an interservice committee on Instructional Systems Development, which has created an instructional development model with divisions into three major phases of system design, system development, and instructional delivery. The procedures developed essentially imitate the cardinal principles of good management. Faced with unacceptable alternatives, the Navy decided to gather at a single site the experts in the field to actually design the instructional programs for the instructors. The management of the Naval Education and Training Program Development Center, which has 270 persons and expects 400 more, requires careful coordination and control to ensure that each persons's specialties are used appropriately. (WH)

ED 095 840 IR 001 016
Kapur, Gopal K.
EDP Education--An Acute Crisis.
California Univ., Berkeley. Lawrence Berkeley Lab.
Spons Agency—Atomic Energy Commission, Washington, D.C.
Pub Date May 74
Note—5p.; Paper presented at the National Computer Conference (Chicago, Illinois, May 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Business Education, Colleges, *Computer Science Education, Conference Reports, *Cooperative Education, Curriculum, *Data Processing Occupations, *Electronic Data Processing, On the Job Training, Private Schools, Programers, Training, Universities
Identifiers—National Computer Conference
A study, presented to the National Computer Conference, examined the existing methods of training highly competent and knowledgeable computer programers, analysts, and data processors. Four main sources of instruction were identified: (1) private electronic data processing (EDP) schools, (2) colleges, (3) manufacturers' schools, and (4) inhouse training within the industry. Each was considered inadequate. As a result, the people hiring (and firing) EDP staff were faced with an inadequate supply of well-qualified programers and analysts and an abundance of poorly-trained, unqualified, and inefficient personnel. This created an artificial limitation of the utility of industry computers. The study concluded that there is not one solution to the problem, which will continue in the field of business data processing. However, if sincere and conscientious steps are taken by the industry and educational institutes, the problem can be allieviated significantly. Industry stands to gain tremendously by working in partnership with colleges, universities, and private EDP schools for the of establishing guidelines and objectives for data-processing education. (WCM)

ED 095 841 IR 001 017
Kenney, Brigitte L.
The Status of Cable Communications in Libraries.
Drexel Univ., Philadelphia, Pa. Graduate School of Library Science.
Spons Agency—Council on Library Resources, Inc., Washington, D.C.
Pub Date Jul 74
Note—23p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Audiovisual Communication, *Cable Television, Community Services, Copyrights, Facsimile Transmission, Information Retrieval, Information Storage, *Libraries, Library Research, Library Services, Public Libraries, School Libraries, Special Libraries, State Libraries, State of the Art Reviews, *Telecommunication, University Libraries
Identifiers—*CATV
Librarians are and will be using cable television technologies to enhance and extend their services. While questions remain in regard to the technology itself, the health and viability of the industry, and government policy, librarians are seeing cable communications as an opportunity to gain credibility and visibility, and also as an extension of the legitimate function of libraries to collect, store, and disseminate information. While the public library remains in the forefront at the moment, university libraries are beginning to use campus-wide cable systems, which are often interfaced with the commercial cable system in town. School media centers are also participating in cable activities, and special libraries are becoming repositories for video materials used by their companies for training and sales purposes. At present the public libraries, which stand to gain the most from cable communications, have the opportunity to participate, together with other groups, in educational and planning activities to insure a people-oriented cable system and to program to fulfill various information needs of the library's clientele. In the future, cable appears to offer an opportunity for electronic resource sharing at relatively low cost. (Author/LS)

ED 095 842 52 IR 001 019
LeDonne, Marjorie
Survey of Library and Information Problems in Correctional Institutions. Volume 1: Findings and Recommendations. ILR-73-008. Final Report.
California Univ., Berkeley. Inst. of Library Research.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—ILR-73-008
Bureau No—BR-2-0847-FR
Pub Date Jan 74
Grant—OEG-0-73-2531
Note—95p.; For related documents see IR 001 020-022
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—Censorship, *Corrective Institutions, Financial Support, *Institution Libraries, Library Material Selection, Library Planning, Library Programs, Library Research, Library Services, *Prisoners, Space Utilization
Identifiers—Federal Bureau of Prisons, *Prison Libraries, Right to Read
On-site visits were made to all federal and some state prisons in 10 selected states to provide current information on which decisions could be based for prison library and information services. The focus was on the broad issues of library goals and objectives, relationship of the library to the total institution and the outside community, the role of the correctional librarian, and questions of administrative structure and responsibilities. Specific findings were made in the areas of: quality, suitability, and patterns of services; problems of access; legal reference materials; staffing; censorship; selection and control of materials; library programs; space utilization; funding; administrative support of librarians; and library position in the administrative structure. A major finding was that there was an acute need for improved library service to confined persons. While no one pattern of service could be right for all situations, some of the critical factors should be: recognition of inmates' right to read, stable funding to allow systematic planning, communication and cooperation between the institution and outside libraries, service to staff as well as inmates, clientele participation in developing library services; and administrative support. The appendix includes a summary of relevant court decisions. (Author/LS)

ED 095 843 52 IR 001 020
LeDonne, Marjorie
Survey of Library and Information Problems in Correctional Institutions. Volume 2: Access to Legal Reference Materials in Correctional Institutions. ILR-73-009. Final Report.
California Univ., Berkeley. Inst. of Library Research.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—ILR-73-009
Bureau No—BR-2-0847-FR
Pub Date Jan 74
Grant—OEG-0-72-2531
Note—96p.; For related documents see IR 001 019-022
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—*Corrective Institutions, *Institution Libraries, *Law Libraries, Legal Aid, Library Reference Services, *Library Standards, Library Surveys, *Prisoners
Identifiers—*Legal Reference Materials
In order to discern states' compliance with court mandates to provide prisoners with adequate legal counsel or access to legal reference materials, a questionnaire was administered to state consultants in 1972 and updated and expanded by later contacts with institutional consultants. Findings indicated that states are trying to comply with court-ordered requirements, but few have provided services and materials to meet established standards. Some of the problems were: inadequate funding, lack of librarians trained in legal reference work, lack of easy-to-use materials, a need to train inmates in use of the materials, and limited access to materials outside the prison. Specific recommendations for adequate legal reference services are made. Appendixes include the questionnaire and related documents. (LS)

ED 095 844 52 IR 001 021
LeDonne, Marjorie And Others
Survey of Library and Information Problems in Correctional Institutions. Volume 3: Current Practices in Correctional Library Services: State Profiles. ILR-73-010. Final Report.
California Univ., Berkeley. Inst. of Library Research.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—ILR-73-010
Bureau No—BR-2-0847-FR
Pub Date Jan 74
Grant—OEG-0-72-2531
Note—73p.; For related documents see IR 001 019-022
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*Corrective Institutions, Financial Support, Information Services, *Institution Libraries, Law Libraries, Librarians, Library Collections, Library Services, *Library Surveys, Prisoners, State Agencies, State Programs, Statistical Data, Statistical Surveys
Identifiers—*Prison Libraries
Information is given concerning the library programs and services available to inmates of adult and juvenile correctional institutions under state administration in each of the 50 states. Descriptions include information on library collections, staffing, funding, legal library services, and state library assistance programs. Data were compiled from available documents and were verified through contact with state library instituional consultants in each state. (Author/LS)

ED 095 845 52 IR 001 022
LeDonne, Marjorie And Others
Survey of Library and Information Problems in Correctional Institutions. Volume 4: Bibliography. ILR-73-011. Final Report.
California Univ., Berkeley. Inst. of Library Research.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—ILR-73-011
Bureau No—BR-2-0847-FR
Grant—OEG-0-72-2531
Note—33p.; For related documents see IR 001 019-021
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Bibliographies, Correctional Education, *Corrective Institutions, Criminology, *Institution Libraries, Law Libraries, Laws, Library Science, Prisoners, Sociology
Identifiers—*Prison Libraries
Compiled as part of a study of correctional library services, this bibliography encompasses library services in all correctional institutions, and covers the fields of criminology, sociology, educa-

tion, law, and librarianship, with emphasis on the years 1969 to 1973. The work is designed as a research aid for librarians, correctional administrators, attorneys, and students concerned with library and information problems in correctional institutions. (Author/LS)

ED 095 846 IR 001 023
Wisconsin Library Service Record, 1973.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.
Pub Date Jun 74
Note—129p.
EDRS Price MF-$0.75 HC-$6.60 PLUS POSTAGE
Descriptors—*Annual Reports, College Libraries, *Directories, Information Services, Libraries, Library Associations, Library Cooperation, Library Education, Library Networks, Public Libraries, School Libraries, Special Libraries, *State Programs, *Statistical Data, University Libraries
Identifiers—*Wisconsin
The Wisconsin Division for Library Services is responsible for the administration of federal programs for school and public libraries and for the supervision, improvement, and coordination of public, school, academic, and special libraries. The division's report presents both narrative and statistical descriptions of the status of all types of libraries in the state. The services and resources of the state library network are described. There are directories of libraries both by type and by county, and information on regional and public library systems, library and media organizations, and library education. (LS)

ED 095 847 95 IR 001 024
Lee, S. Young Pedone, Ronald J.
Summary Statistics of CPB-Qualified Public Radio Stations, Fiscal Year 1972.
Corporation for Public Broadcasting, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—CPB-75-404
Pub Date 73
Note—112p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.40)
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—*Educational Radio, *Employment Statistics, Minority Groups, Programing (Broadcast), Radio, *Statistical Data
Identifiers—Corporation for Public Broadcasting, Public Radio
Statistics in the areas of finance, employment, and broadcast and production for CPB-qualified (Corporation for Public Broadcasting) public radio stations are given in this report. Tables in the area of finance are presented specifying total funds, income, direct operating costs, and capital expenditure. Employment is divided into all employment with subdivisions for full- and part-time employees and type of occupation and into minority employment with separate treatment of status, group, and type of occupation. The statistics for the third area principally describe broadcast hours and local production. The subdivisions here are type and source of programing, locally produced programs, and news and music programs. (WH)

ED 095 848 IR 001 025
Rigney, Joseph W. And Others
Interactive Computer Graphics for Performance-Structure-Oriented CAI. Technical Report No. 73.
University of Southern California, Los Angeles. Behavioral Technology Labs.
Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Report No—USC-BTL-TR-73
Pub Date Jul 74
Note—43p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Computer Assisted Instruction, *Computer Graphics, *Computer Programs, *Computers, *Computer Science, Instructional Innovation, *Instructional Media, Instructional Technology, Simulation
Two different uses of interactive graphics in computer-assisted instruction are described. Interactive graphics may be used as substitutes for physical devices and operations. An example is simulation of operating on man/machine interfaces, substituting interactive graphics for controls, indicators, and indications. Interactive graphics may also be used to explicate invisible processes. Examples are interactive graphics that allow the student to initiate animations of physical processes and interactive block diagrams that allow the student to learn the functional organization of complex devices. Projects are underway to test the effectiveness of these uses. (Author)

ED 095 849 IR 001 026
Bjerstedt, Ake And Others
Educational Search Strategies.
Stockholm School of Education (Sweden). Dept. of Educational Research.
Pub Date Jun 74
Note—15p.; School Research Newsletter, 1974:9
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Content Analysis, Documentation, *Educational Research, Information Dissemination, Information Seeking, Models, Problems, Problem Solving, Research, *Research Problems, *Scientific Methodology, *Search Strategies
Identifiers—*Educational Search Strategies
The activities and research directions of the Educational Search Strategies project are outlined in this progress report. A pilot project was undertaken to study the development of problems into research projects. The research was to be divided into three areas: problem perception and problem definition, information search and dissemination, and local information and documentation. In the process of doing its research the project had to consider data collection by interviews, data handling by rating scales, impressionistic content analysis, and computer-based content analysis. Throughout its work the project has focused more on model development than on field research. (WH)

ED 095 850 IR 001 027
Streicher, Lawrence H. Bonney, Norman L.
Children Talk About Television.
Institute for Juvenile Research, Chicago, Ill.
Pub Date 74
Note—27p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Affluent Youth, *Childhood Attitudes, Children, Family Life, Females, Interviews, Males, Media Research, *Parent Attitudes, Parent Child Relationship, Programing (Broadcast), *Television, Television Commercials, *Television Research, *Television Viewing
Identifiers—Institute for Juvenile Research
Groups of boys and girls at two summer day camps in 1970 were interviewed on the manner in which they viewed television, thought about it, and talked about it among themselves. The areas explored were: (1) the types of programs which they reported liking or disliking, (2) the types of programs which they felt informed them, (3) their attitudes toward commercials, and (4) the factors associated with their perception of the credibility of the various types of presentations of roles, situations, and information. Information also was sought on the manner in which disputes with parents or siblings over which programs to watch were managed. The children were found to prefer entertainment programs and to consider most commercials annoying. Family conflicts over which program to watch appeared to be a powerful stimulus for political interaction within the family. (Author/PF)

ED 095 851 IR 001 028
Mojkowski, Charles
Elements of a Model State Education Agency Diffusion System.
Rhode Island State Dept. of Education, Providence.
Pub Date 14 Feb 74
Note—24p.; Paper presented at the National Dissemination Conference (Washington, D.C., February 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Conference Reports, Delivery Systems, *Diffusion, Education, *Educational Innovation, *Information Dissemination, Models, *State Agencies, Supplementary Educational Centers
Identifiers—National Dissemination Conference
A study, presented to the National Dissemination Conference, provides a conceptualization of a model diffusion system as it might exist within a state education agency (SEA) and places this diffusion model within the context of the SEA's expanding role as an educational service. Five conclusions were reached regarding a model diffusion system. First, diffusion, not dissemination, should be the concern of SEAs. Second, diffusion systems and the diffusion process itself provide means to a larger SEA objective--the health school system. Third, an SEA diffusion system is comprised of information, linkage, staff development, strategy design. Fourth, while several state education agencies are involved in assisting local schools using diffusion system resources, very few, if any, SEAs have been able to coordinate resources in a coherent delivery system. Finally, there is a significant role that SEAs can play in research and development activities related to diffusion resources and the diffusion process. (WCM)

ED 095 852 IR 001 029
Attala, Emile E. Howard, James A.
Field Evaluation of a Mini Learning Resource Aided Instruction System.
California Polytechnic State Univ., San Luis Obispo.; California Univ., Santa Barbara.
Pub Date 74
Note—28p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*College Students, Comparative Analysis, *Computer Assisted Instruction, Computer Programs, Conventional Instruction, Cost Effectiveness, Course Evaluation, *Field Studies, Programing, Statistical Analysis
Identifiers—BASIC, COBOL, Data General NOVA Minicomputer, Learning Resource Aided Instruction, Minicomputers
Very little work has been done in the broad field of computer-assisted instruction (CAI) to exploring the use of a minicomputer as another learning resource in the instructional process. Accordingly a cost-effective Learning Resource Aided Instruction (LRAI) System centered around a Data General NOVA minicomputer augmented with slide projector-audio cassette media was designed and developed at the University of California, Santa Barbara. A similar system was integrated into the educational program at California Polytechnic State University and experimentally evaluated for two courses with large enrollments. These courses were an introduction to COBOL and an introduction to BASIC, respectively. The evaluation procedure consisted of comparing the curricula of the two courses taught in a traditionally-aided instruction (TAI) mode with that taught in a LRAI mode using appropriately structured questionnaires, common examinations, and statistical analyses. The results of the evaluation strongly demonstrated that the performance of students using the LRAI approach was better than those in the TAI mode of instruction. (Author/WCM)

ED 095 853 IR 001 030
Planning Interconnection Systems: Options for the Twin Cities Metropolitan Area.
Cable Television Information Center, Washington, D.C.
Spons Agency—Ford Foundation, New York, N.Y.; John and Mary R. Markle Foundation, New York, N.Y.
Pub Date 74
Note—188p.
Available from—Cable Television Information Center, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—*Cable Television, *Delivery Systems, Legal Problems, Local Government, *Public Policy, Regional Cooperation, *Regional Planning, Systems Analysis, Telecommunication
Identifiers—Metropolitan Council Of The Twin Cities Area
The first comprehensive study of the regional interconnection of cable television systems was made in the Twin Cities metropolitan area in 1973 and 1974. Five prototype interconnection

system options were developed using existing technology. Selection of an interconnection system is an important public policy issue that demands thorough study; the legal status of such systems is unclear. Extensive data on capital costs and computer and television software costs are included. (Author/PF)

ED 095 854 IR 001 031
Downs, Robert B. Downs, Elizabeth C.
British Library Resources; A Bibliographical Guide.
American Library Association, Chicago, Ill.
Pub Date 73
Note—348p.
Available from—American Library Association, 50 E. Huron Street, Chicago, Illinois 60611 ($25.00)
Document Not Available from EDRS.
Descriptors—Archives, *Bibliographies, *Catalogs, Check Lists, Directories, Doctoral Theses, Government Publications, *Information Sources, *Library Collections, Library Guides, Newspapers, Periodicals, Union Catalogs
Identifiers—*Great Britain, Ireland
This bibliographical guide to the resources for advanced study and research in the libraries of the United Kingdom and Ireland provides a record of all published library catalogs, all checklists of specialized collections in libraries; calendars of manuscripts and archives; exhibition catalogs; articles descriptive of library collections; guides to individual libraries and their holdings; directories of libraries, general and special; union lists of periodicals, newspapers, and other serials; and other records that may guide the scholar, research worker, or student. The compilation is designed to include all types of libraries, all subject fields, and all categories of library materials, current and retrospective. Many entries are international in scope, particularly in the case of rare books. Some items have short annotations. (Author/LS)

ED 095 855 95 IR 001 032
Lee, S. Young Pedone, Ronald J.
Summary Statistics of Public TV Licensees, 1972.
Corporation for Public Broadcasting, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—CPB-74-404
Pub Date 74
Note—134p.
EDRS Price MF-$0.75 HC-$6.60 PLUS POSTAGE
Descriptors—Educational Television, *Employment Statistics, Minority Groups, Programing (Broadcast), *Public Television, *Statistical Data, Television Surveys
Statistics in the areas of finance, employment, broadcast and production for public TV licenses in 1972 are given in this report. Tables in the area of finance are presented specifying total funds, income, direct operating costs, and capital expenditures. Employment is divided into all employment with subdivisions for full- and part-time employees and type of occupation and into minority employment with separate treatment of status, rates, and groups. The statistics for the third area principally describe broadcast and production hours. These are divided into type of programing, type of production, source of programing, type of distribution, and minority programs. (WH)

ED 095 856 IR 001 033
A National Program for Library and Information Services. 2nd Draft (Rev.).
National Commission on Libraries and Information Science, Washington, D. C.
Pub Date 15 Sep 74
Note—128p.; For a related document see IR 001 098
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 5203-00046; $1.50)
EDRS Price MF-$0.75 HC-$6.60 PLUS POSTAGE
Descriptors—Communications, Computers, Copyrights, Federal Programs, *Information Networks, Information Systems, *Libraries, Library Automation, Library Cooperation, *Library Networks, Library Planning, *National Programs, Program Proposals, Technology, Telecommunication
Identifiers—*National Commission on Libraries and Information, NCLIS
The second draft of the National Commission on Libraries and Information Science (NCLIS) report proposes a national program to offer the most information service to the greatest number of people. Current status and problems in all kinds of libraries are reviewed, including: distribution of resources; uneven access to information; the influence of technology; copyright issues; high cost of materials; inadequate funding; the negative aspects of limited information access; possible underuse of commercial information services; present network activities and barriers to expansion of such systems. NCLIS recommends: basic minimum services to all local communities; special services for the handicapped, minorities, etc.; improvement of present state resources and systems; the training of librarians and information specialists; coordination of present federal programs; involvement of the private sector; an agency to oversee the federal program; and a nationwide network with a shared communication system and common standards. Since the nationwide network is a major consideration of NCLIS, the responsibilities of the federal government in implementing the program are detailed, and the supporting roles of state governments, the private sector, and the Library of Congress are outlined. (LS)

ED 095 857 40 IR 001 035
Fletcher, J. D. Beard, M. H.
Computer-Assisted Instruction in Language Arts for Hearing-Impaired Students. Technical Report No. 215.
Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No—SU-IMSSS-TR-215
Pub Date 31 Oct 73
Grant—OEG-0-70-4797(607)
Note—96p.; Psychology and Education Series
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—*Aurally Handicapped, *Computer Assisted Instruction, Computer Programs, *Deaf Children, Deaf Education, Grade 3, Instructional Design, *Language Arts, Learning Processes, Program Descriptions, Program Evaluation
A curriculum on the language arts was designed especially for hearing-impaired students for use with computer-assisted instruction (CAI). Basically the third-grade level is approximated in the curriculum which is designed as a supplementary but self-contained set of lessons. There are 214 lessons of 20-30 exercises each, approximately sufficient for an entire school year. The major features of the curriculum are the interactive student control and the branching to different sets of lessons, determined by individual student needs. A feature of the computer program is the daily and periodic student reports which are available. A language arts test was developed and used in an evaluation experiment in which five different models of student progress were tested. In addition, experiments on the teaching strategies and sequences of tutorial CAI were performed. The latter experiments involved an item analysis of the lesson exercises. (WH)

ED 095 858 IR 001 036
Singer, Frank A.
A Primitive Individualization of Time and Method in a Beginning Accounting Course.
Massachusetts Univ., Amherst. School of Business Administration.
Pub Date Apr 74
Note—16p.; Paper presented at the Annual Meeting of the National Society for Performance and Instruction (Miami Beach, Florida, April 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Accounting, *College Instruction, Comparative Analysis, Conventional Instruction, Criterion Referenced Tests, *Experimental Teaching, Flexible Progression, Individualized Instruction, *Programed Instruction, Student Evaluation, *Time Factors (Learning)
Identifiers—Treatment Interaction Analysis, University of Massachusetts
An experimental first year course in accounting was offered which utilized the concept of individualized instruction. The students were mostly sophomores at the University of Massachusetts. Two teaching assistants and the instructor provided the 60 member sample population with two types of assignment sheets, one relating to the textbook, one relating to the teacher-authored programed materials. All students were advised to take self-quizzes at the end of programed lessons. A student who did not achieve mastery on the self-quiz was advised to study the alternative assignment material. Deadlines were utilized. A final examination and a treatment-interaction analysis evaluated the one semester experiment. The median score (78 percent) earned on the final exam was equal to the 85th percentile of the departmental examination. The treatment-interaction analysis, using grade point average as the independent variable, showed uniformly higher scores in the experimental group. The study dramatically confirmed the need for individualization of time to complete the course although the amount of flexibility needed to be increased by one or more orders of magnitude. (WCM)

ED 095 859 IR 001 039
Stevens, Nicholas G.
Educational Research and Library Science: A Bibliographic Check List. Report No. 13.
Kutztown State Coll., Pa. Educational Development Center.
Report No—KSC-EDC-R-13
Pub Date Sep 73
Note—116p.; Pages may reproduce poorly due to quality of original copy
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—Accreditation (Institutions), *Bibliographies, Biographies, Curriculum Planning, Educational Research, Information Sources, Instructional Materials Centers, Library Education, *Library Research, *Library Science, Professional Associations, Reference Books, School Libraries, Social Sciences, Teaching Methods
A bibliography is presented which covers the areas of library education; library science research; educational research; curriculum planning; teaching methods; various uses of media; school libraries and media centers; social science research; educational societies, associations, and research bureaus; and accreditation. Types of materials cited include background readings, guides, encyclopedia excerpts, indexes, reviews, reference books, dictionaries, annuals, directories, biographies, dissertations, theses, research reports, periodicals, abstracts, and indexes. Contents notes are given for some items. (LS)

ED 095 860 IR 001 040
Stevens, Nicholas G.
Adult, Continuing, and In-Service Education and the Library in Higher Education: A Bibliographic Check List. Report No. 11.
Kutztown State Coll., Pa. Educational Development Center.
Report No—KSC-EDC-R-11
Pub Date Jul 73
Note—280p.; Pages may reproduce poorly due to quality of original copy
EDRS Price MF-$0.75 HC-$13.80 PLUS POSTAGE
Descriptors—*Adult Education, Articulation (Program), *Bibliographies, College Libraries, External Degree Programs, Futures (of Society), Higher Education, Interinstitutional Cooperation, *Libraries, Open Education, Social Change, Transfer Students
As an aid for educational change, a bibliography has been prepared in the areas of: trends and developments in higher education; science, technology, civilization, and social change; the future and future research; the library-college concept; the articulation program; educational coordination; interinstitutional cooperation; transfer students; external degrees and open education; and the library and the adult reader. Items cited include background readings, bibliographies, directories, handbooks, periodical articles, reference works, and ERIC entries. Some items have contents notes, and there is a section on terminology. (LS)

ED 095 861 IR 001 041
Ah Mai, Karen L.
Organizational Alternatives for a Pacific Educational Computer-Communications Network.
Hawaii Univ., Honolulu. ALOHA System.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—UH-AS-TR-CN-74-27
Pub Date May 74

Note—123p.; For related documents see IR 001 042 and 043
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—Communication Satellites, *Computer Programs, *Computers, *Information Networks, *International Programs, *Organizational Theories, Program Descriptions, *Telecommunication
Identifiers—Computer Communication, *Pacific Rim
Organizational alternatives for a Pacific educational computer-communications network are studied through the examples provided by other networks. A survey of networks is provided with a discussion of the history and development of networks and the distinctions in network technology and applications. Nine specific networks are described. Libraries and education offer complementary network applications. An analysis of network applications follows in which summaries of advantages and disadvantages are given with an analysis of selected networks. The context of international development is examined from basic assumptions and a Pacific Rim network survey reveals that the conditions which promulgate computer network development are present. In the final section the actual organizational requirements, issues, and alternatives for development are addressed. This all includes the organizational requirements for project development, the determinations of participants, and policy-making, administrative, and operational structure, and a development model. (WH)

ED 095 862 IR 001 042
Ah Mai, Karen L.
Pacific Educational Computer Network Study. Results of the Second Planning and Review Meeting, January 9, 1974.
Hawaii Univ., Honolulu. ALOHA System.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—HU-AS-CN-74-33
Pub Date 31 May 74
Note—28p.; For related documents see IR 001 041 and 043
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Communication Satellites, Computer Programs, *Computers, *Conference Reports, *Information Networks, *Telecommunication
Identifiers—Aloha System, *ARPA Network, Pacific Rim
At the conference, which brought together many university representatives from the Pacific Rim, papers were presented yielding both individual problems, perspectives, and successes in computer networks and also group needs and development. In the first section of this report the status reports of networking in the Pacific Rim are summarized. Next comments on technical and policy issues in international network development include a special emphasis on the use of the ARPA Network as a resource in Pacific network experiments and disucss the use of satellites in experiments, the implications of direct broadcasting, and the distinction between "experimental" and "operational" status. A decision on an interim organization was made at the close of the meeting. Included in this report are abstracts of selected preprints and reports. (WH)

ED 095 863 IR 001 043
Ah Mai, Karen L.
Survey of Educational Computing in the Pacific Rim.
Hawaii Univ., Honolulu. ALOHA System.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—HU-AS-CN-74-34
Pub Date Jun 74
Note—40p.; for related documents see IR 001 041 and 042
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Computer Programs, *Computers, *Information Networks, International Organizations, *International Programs, Questionnaires, *Surveys, *Telecommunication
Identifiers—*Pacific Rim
A survey of selected educational institutions within the Pacific Rim was taken to determine the degree of interest and level of expertise available for an international experiment in computer networking. From the data collected from the Pacific Rim institutions, it appears that the conditions which promulgate computer network development are present, i.e., educational costs are constantly a problem; the distribution of resources is heavily weighted in favor of the more industrialized countries; the mass of resources and users does exist even though it is not organized at the present time; and the development of a large-scale regional computer-communications network can indeed alleviate some of the shortcomings of the present situation. (WH)

ED 095 864 IR 001 044
Welsh, Brian W. W., Ed.
Mass Media Manual: A Handbook for Scriptwriters of Adult Education Broadcasts. Volume 1 and Volume 2. Second Revised Edition.
Dar es Salaam Univ. (Tanzania). Inst. of Adult Education.; Ministry of Information/Radio, Dar es Salaam (Tanzania).
Pub Date 73
Note—593p.; Volume 1, 280p.; Volume 2, 313p.
Available from—Friedrich-Ebert-Stiftung, 53 Bonn-Bad Godesberg, Kolner Strabe 149, Federal Republic of Germany
Document Not Available from EDRS.
Descriptors—*Adult Education, Broadcast Industry, Drama, *Educational Radio, Interviews, Lecture, Manuals, Mass Media, Radio, Scripts, *Teaching Methods, Textbooks
Because mass media form one of the most important means of adult education, this two-volume textbook teaches the educational uses of radio. Instructions and sample scripts are included for talk, interview, discussion, magazine, feature, and drama programs. Each section is followed by questions to test the student's memory of basic concepts and exercises for further exploration. (PF)

ED 095 865 IR 001 045
Leggate, P. And Others
The BA Previews Project: The Development and Evaluation of a Mechanised S.D.I. Service for Biologists. Final Report. OSTI Report No. 5140.
Office for Scientific and Technical Information, London (England).; Oxford Univ. (England). Experimental Information Unit.
Report No—OSTI-5140
Pub Date Aug 73
Note—288p.
EDRS Price MF-$0.75 HC-$13.80 PLUS POSTAGE
Descriptors—Biological Sciences, *Biology, *Information Dissemination, Information Retrieval, Interviews, Program Development, Program Evaluation, Questionnaires, Ratios (Mathematics), Relevance (Information Retrieval), Scientific Research, Use Studies
Identifiers—BA Previews, *Biological Abstracts, Great Britain, SDI, Selective Dissemination of Information
During a 2-year period (1970, 1971) SDI (Selective Dissemination of Information) search profiles were written for 353 biologists and other research workers with a need for biological information in academic, industrial, and government research institutions. At the beginning of the experiment a questionnaire and interview survey was made of the information resources then being used by participants, with particular references to their usage of the printed Biological Abstracts (BA). A quantitative description of service performance was provided by the measurement of the following parameters: output sizes, recall ratios, precision ratios, coverage ratios, and novelty ratios. The relevance predictability of the enriched titles which appear on the BA Previews tapes was also studied. The users' reactions to the service were assessed by means of another survey at the end of the experiment. Correlations between quantitative performance measures and the users' assessment of the service, were examined. It was concluded that the results obtained in the project justified a further experiment in which biologists would be asked to make a payment toward the cost of the service, in addition to providing feedback. (Author/WCM)

ED 095 866 IR 001 046
Pennsylvania Library Master Plan Committee Report.
Pennsylvania State Library, Harrisburg.
Pub Date 74
Note—54p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—College Libraries, Financial Support, Information Services, Institution Libraries, Library Cooperation, Library Education, Library Networks, *Library Planning, Public Libraries, School Libraries, Special Libraries, State Libraries, *State Programs, Statistical Data, University Libraries
Identifiers—*Pennsylvania
The Pennsylvania Master Plan Committee, composed of librarians from all types of libraries and also of other interested citizens, reports here on goals, present status, and recommendations for the future of Pennsylvania libraries. After statements of need for a master plan and an outline of its development, goals for effective, widely available library services of high quality are presented. An overview of the present condition of library systems and networks is given, along with the status of public, academic, school, special, and institutional libraries, the state library, and library education. Recommendations are given for improving these libraries and services as well as for financing library services; coordinating library services at the local level; planning, research, and evaluation; and measures for adopting and implementing the plan. Among the extensive appendixes are: comparative figures on numbers of volumes and expenditures of the fifty states; a directory of library cooperatives; maps of Pennsylvania Uniform Regions, institutions of higher education, and district library systems; and organization charts for the state department of education and the proposed reorganization of state library services. (LS)

ED 095 867 IR 001 047
Zunde, Pranas
Scientific and Technical Information and Transfer for Education (STITE). Research Report No. 1.
Georgia Inst. of Tech., Atlanta. School of Information and Computer Science.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date Jul 73
Note—169p.; For related documents see IR 001 048 and 049
EDRS Price MF-$0.75 HC-$7.80 PLUS POSTAGE
Descriptors—Information Centers, Information Dissemination, *Information Needs, Information Processing, Information Retrieval, Information Science, Information Services, *Information Systems, Information Utilization, Literature Reviews, Research Libraries, *Science Education, *Sciences, *Technology
Identifiers—Scientific Technical Information Transfer for Ed, *STITE
STITE (Scientific and Technical Information Transfer for Education) is basically a system to interface between science information and the science learner. As such STITE acts as a link between STIC (Science and Technology Information Centers) and LIS (Learning Information Systems). After an introduction to the goals and objectives of the ongoing research, the three main systems (STIC, LIS, and STITE) are analyzed and described. Included are data tables describing 99 science information centers throughout the country. A literature survey covering programed instructional materials, computer assisted instruction, audio visuals, and self-instruction follows. (See also IR 001 048 and IR 001 049.) (WH)

ED 095 868 IR 001 048
Zunde, Pranas
Scientific and Technical Information Transfer for Education (STITE). Research Report No. 2.
Georgia Inst. of Tech., Atlanta. School of Information and Computer Science.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date Dec 73
Note—73p.; For related documents see IR 001 047 and 049
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Algorithms, Computer Assisted Instruction, Indexing, Information Centers, Information Dissemination, *Information Needs, Information Processing, Information Retrieval, Information Storage, *Information Systems, Information Utilization, Literature Reviews, Mathematical Logic, *Science Education, *Sciences, *Technology
Identifiers—Scientific Technical Information Transfer for ED, *STITE

STITE (Scientific and Technical Information Transfer for Education) is basically a system to interface between science information and the science learner. As such STITE acts as a link between STIC (Science and Technology Information Centers) and LIS (Learning Information Systems). In this second progress report the internal knowledge of STITE is the main focus. Discussed are the algorithms, tree structures, descriptors, concepts, and representations considered part of STITE. Included in this report is a literature survey on different parts of LIS. (See also IR 001 047 and IR 001 049.) (WH)

ED 095 869 IR 001 049

Zunde, Pranas

Scientific and Technical Transfer for Education (STITE). Research Report No. 3.

Georgia Inst. of Tech., Atlanta. School of Information and Computer Science.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jun 74

Note—102p.; For related documents see IR 001 047 and 048

EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE

Descriptors—Information Centers, Information Needs, Information Processing, *Information Retrieval, Information Services, *Information Storage, *Information Systems, Information Utilization, *Science Education, *Science Teachers, Technology

Identifiers—Scientific Technical Information Transfer for Ed, *STITE

STITE (Scientific and Technical Information Transfer for Education) is basically a system to interface between science information and the science learner. As such STITE acts as a link between STIC (Science and Technology Information Centers) and LIS (Learning Information Systems). In this third progress report it is concluded from a questionnaire sent to science educators that they are among the heaviest users of science literature but would prefer an easier and faster method of access. STITE interface system is designed for effective use of information stores. The modules of STITE are manipulable units of information relevant to specific needs of educators. The question of relating and structuring the modules of the interface system by types of requests is described using tree graphs. In the appendixes are some of the project's letters, the questionnaire, and lists of centers receiving utilization inquiry. (See also IR 001 047 and IR 001 048.) (WH)

ED 095 870 IR 001 050

Patterson, Eldon Johnson, Geraldine

Don't Program the World--PLAN* It.

Saint Louis Public Schools, Mo. Office of Planning and Program Development.

Pub Date 20 Apr 74

Note—16p.; Paper presented at the Annual Meeting of the National Society for Performance and Instruction (Miami Beach, Florida, April 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Computer Oriented Programs, Conference Reports, *Curriculum Evaluation, *Elementary Education, Evaluation, Evaluation Criteria, Evaluation Methods, *Individualized Instruction, Instructional Design, *Instructional Innovation, Instructional Technology, Summative Evaluation

Identifiers—Computer Managed Instruction, *Project PLAN, Saint Louis

Project PLAN* is a computer managed, individualized learning system developed by the Westinghouse Learning Corporation, and adopted in the St. Louis Public Schools. A summative evaluation of the system was performed. The use of a computer in Project PLAN* allows the teacher more time to spend with individual students and contributes toward record keeping and feedback on student progress. Project PLAN* was evaluated in the elementary grades using the Metropolitan Achievement Test in grades 1, 2, 3 and using the Iowa Test of Basic Skills in grades 4, 5, 6, 7. Affective measures were also used to determine the difference in the students' self-esteem, general anxiety, and test anxiety. Other activities of the evaluation included student and teacher questionnaires and a cost analysis. Mixed results were reported in the evaluation, some of which could be attributed to known contamination of the data. (WH)

ED 095 871 88 IR 001 051

Patterson, Eldon

An Evaluation of Project PLAN.

Saint Louis Public Schools, Mo. Office of Planning and Program Development.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 74

Grant—OEG-35-72-110

Note—450p.

EDRS Price MF-$0.75 HC-$21.00 PLUS POSTAGE

Descriptors—Affective Tests, *Cognitive Measurement, *Computer Oriented Programs, Cost Effectiveness, *Curriculum Evaluation, *Elementary Education, Evaluation, Evaluation Criteria, Evaluation Methods, Evaluation Techniques, *Individualized Instruction, Summative Evaluation

Identifiers—Computer Managed Instruction, Elementary Secondary Education Act Title III, ESEA Title III, *Project PLAN, Saint Louis

Project Plan, a computer managed individualized learning system developed by the Westinghouse Learning Corporation, was introduced into the St. Louis Public Schools under a Title III grant of the Elementary and Secondary Education Act. The program, offering individualized education in reading, language arts, mathematics, science, and social studies was operated in four elementary schools with approximately 1,000 students. The evaluation focused on four main areas: the project's success as an operational individualized learning system, the project's feasibility for implementation in St. Louis Public Schools, the success of PLAN students compared to comparison groups, and the success of PLAN students based on their academic objectives in PLAN. The evaluation instruments fell into four categories: cognitive achievement measures, affective achievement measures, process implementation measures, and opinion surveys. The results of the evaluation are given in great detail and are documented by extensive appendixes. (WH)

ED 095 872 IR 001 053

Temkin, Sanford

Making Sense of Cost-Effectiveness and Benefit-Cost Analyses.

Research for Better Schools, Inc., Philadelphia, Pa.

Pub Date 19 Apr 74

Note—15p.; Paper presented at the Annual Meeting of the National Society for Performance and Instruction (Miami Beach, Florida, April 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Cost Effectiveness, Costs, *Decision Making, *Educational Accountability, Educational Administration, Educational Assessment, Estimated Costs, *Management by Objectives, Performance Specifications, *Program Effectiveness, Resource Allocations

Identifiers—Benefit Cost Analysis

Although two economic methods, cost effectiveness and benefit-cost analysis, are frequently mentioned as useful tools for educational decision making, only one, cost effectiveness, has potential for making a contribution to this field. A benefit-cost analysis tries for each alternative to measure benefits and costs, which are then discounted to yield a present value. Unofrtunately, in educational systems benefits cannot be measured, and the idea of a discount has no meaning. However, a cost effectiveness analysis may have application to education since it compares the different costs of alternatives against the different performance levels on objectives. A decision criterion must be able to relate and measure all the performance of difference alternatives. Most educational organizations do not have the data for a cost effectiveness analysis, yet the thinking and judgments on relative value and performance are most desirable. (WH)

ED 095 873 IR 001 055

Dick, Robert A. And Others

Personnel Technology: Using an Inexpensive Computer-Based System to Teach Performance-Oriented Skill. Technical Report No. 1728-1. Final Report.

Human Factors Research, Inc., Goleta, Calif.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No—HFR-TR-1728-1

Pub Date 1 Jun 74

Note—166p.; March 27, 1972--December 31, 1973 (Report period)

EDRS Price MF-$0.75 HC-$7.80 PLUS POSTAGE

Descriptors—*Computer Assisted Instruction, *Computer Science Education, Electronic Technicians, Performance Based Education, *Programed Instruction, *Programed Texts, *Simulation

This research program compared computer-based and programed textbook-based curricula for training students to troubleshoot digital logic circuits. Students were matched in pairs on two pretests, a verbal aptitude test, and an electronics and mathematics aptitude test, and randomly assigned to the two curricula, which contained identical theoretical material. The two training programs differed principally in that the computer-based curriculum provided simulation of trouble-shooting experience through interaction with the computer, while the programed textbook-based curriculum had to rely solely on written explanations. Two criterion measures were employed, a written multiple-choice test of theoretical knowledge and an actual trouble-shooting session on faulty digital logic circuits. These were applied within a week and repeated 9 weeks after completion of the course. While observation and anecdotal evidence suggested that the computer-based curriculum was more interesting and stimulating, expecially for the brighter students, none of the objective measures showed an advantage for the computer group. (Author/WH)

ED 095 874 IR 001 056

Newfield, John W.

A Model for Evaluating Document Based Educational Information Systems.

Louisiana State Univ., New Orleans. Dept. of Elementary and Secondary Education.

Pub Date Aug 74

Note—14p.; Paper presented at the Annual Meeting of the Urban Regional Information Systems Association (Montreal, Quebec, August 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Decision Making, Educational Planning, Information Dissemination, *Information Systems, *Models, Problem Solving, *State of the Art Reviews, *Summative Evaluation

Identifiers—Educational Resources Information Center, ERIC

Particular problems in the process of summative evaluation of document based information systems designed for educators are caused by a series of conditions of context factors of the evaluation. Some of these factors are identified and described. An evaluation plan is presented which recommends that the emphasis be shifted from initial definitions of objectives, benefits, and clients to increased emphasis on the identification of alternative information systems and the dissemination of its evaluation data. Examples from previous evaluation studies are presented to illustrate the problems as well as the recommended approach. (WCM)

ED 095 875 IR 001 057

Cramer, R. H.

Summative Evaluation of an Ongoing Cable Television (CATV) System in Our Fifty Elementary and Five Senior High Schools.

Shawnee Mission Public Schools, Kans.

Pub Date May 73

Note—17p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Cable Television, Dial Access Information Systems, Elementary Education, Evaluation, *Instructional Television, Programing (Broadcast), *Questionnaires, Secondary Education, Summative Evaluation, *Televised Instruction, Use Studies, Video Tape Recordings

Identifiers—Kansas, *Shawnee Mission Public Schools

The results of evaluation of a cable television system in the Shawnee Mission Public Schools are provided in this report. The cable system is briefly described, and a breakdown by type of usage for junior high and high school courses is given. The personnel involved in the cable television system are described with an estimate of their time commitment. Finally, a teacher questionnaire and its results are presented. Many pages of this report may be difficult to read as they are hand-written. (WH)

ED 095 876 IR 001 058

The UNESCO Educational Simulation Model (ESM). Report and Papers in the Social Sciences No. 29.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No—UNESCO-RPSS-29

Pub Date 74

Note—33p.

Available from—UNESCO, 7 Place de Fontenoy, 75700 Paris, France

EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Computer Programs, Educational Demand, *Educational Development, *Enrollment Projections, Enrollment Trends, Estimated Costs, *International Programs, *Mathematical Models, Models, *Simulation, Statistical Data, Student Enrollment, Systems Analysis, Teacher Supply and Demand

Identifiers—*Educational Simulation Model, ESM, UNESCO

The Educational Simulation Model (ESM), developed by UNESCO, is designed for use at the national level for long range simulation of educational system fluctuations. The model is a set of equations which describe an educational program and the changes and flows in student enrollment in all the courses of an educational system. Thus the model is restricted to the internal logic of an educational system which is simulated deterministically. Some of the variables employed by the model are population figures for each age and also promotion, repetition, distribution, and leaving rates for each course. The simulation model can be adapted to determine the demand for teachers, the costs, and the cumulative output of any educational system. The model has been employed in several countries, and its implementation on a computer would allow a more objective simulation with more refined results. (WH)

ED 095 877 IR 001 059

Keller, Clara Downs

Union Catalogs and Lists: Aspects of National and California Coverage. Occasional Papers No. 114.

Illinois Univ., Urbana. Graduate School of Library Science.

Report No—UI-GSLS-OP-114

Pub Date Jul 74

Note—41p.

Available from—Publications Office, 249 Armory Building, Graduate School of Library Science, University of Illinois, Champaign, Illinois 61820 ($1.00 prepaid, $2.00 if billed, subscription for at least five numbers, $5.00)

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*Book Catalogs, *Library Cooperation, *Library Surveys, National Programs, Public Libraries, State Libraries, State Programs, *Union Catalogs

Identifiers—*California

Union catalogs have yet to reach their full potential on the national level or in California. The National Union Catalog and the Union List of Serials in the Libraries of the United States and Canada, although monumental efforts, are far from comprehensive. A survey found that California exhibits most of the problems involved in union catalog efforts anywhere. The state library has a union catalog of 81 participating libraries and is compiling a union list of the periodicals of over 1000 libraries. The University of California compiles union catalogs and lists for its campuses. Union catalogs are also produced in many of the state's 21 public library systems. Further cooperation is planned between different types of libraries. To make optimum use of these diverse efforts, coordination at the state level is needed. (PF)

ED 095 878 IR 001 060

A Look at Four Encyclopedias of 1974--Especially Britannica.

Youngstown and Mahoning County Public Library, Youngstown, Ohio.

Pub Date 74

Note—41p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*Book Reviews, Comparative Analysis, *Encyclopedias, Libraries, Library Collections, Reference Books

Identifiers—Encyclopedia Britannica

In a panel presentation, Americana, Colliers, Britannica, and World Book encyclopedias were compared. One member described her daughter's experiences in working on Britannica II. The organization of Britannica into a Propaedia, Micropaedia, and a Macropaedia was compared with the alphabetical arrangement of the others. The complex new form was expected to be confusing for most users. Other members of the panel compared the coverage of specific subjects in the four encyclopedias. They concluded that no one encyclopedia is best in accuracy, currency, organization, and depth of coverage. The ideal adult general encyclopedia is still not available. (Author/PF)

ED 095 879 IR 001 061

Streicher, Lawrence H.

Caricatural Imagery in the Mass Media. Research Report, Vol. 9, No. 2.

Institute for Juvenile Research, Chicago, Ill.

Pub Date 72

Note—28p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Affluent Youth, *Caricatures, Childhood, Conference Reports, Disadvantaged Youth, Documentaries, *Imagery, *Mass Media, News Media, Programing (Broadcast), Radio, Role Perception, Television, Television Commercials

Caricature and its distortion of reality as developed in the mass press are discussed in relation to the appearance of caricatural elements in other media, such as radio and television. High frequency of appearances of these distorted roles and situations might lead to viewers' perceptual rigidity in typing of characters in general, but might have some positive function in radio and television in "unmasking", amusement, innovation, and communication of complicated social types over time. Exploratory research results suggest that upper middle class children find television programs which rely heavily on caricatural elements less believable than patterns of programing which either appear or are stated to be true, such as some commercials, documentaries, and science presentations. This finding of apparent awareness of caricatural elements is in general agreement with other research in which it was found that advantaged children were less likely than disadvantaged children to believe that television presented an accurate portrayal of the world around them. (See also IR 001 027.) (Author)

ED 095 880 IR 001 062

Howard, Joseph H.

Implications of Proposed Changes in Rules for Entry of Serials.

Library of Congress, Washington, D.C.

Pub Date Jul 74

Note—11p.; Paper presented at the Annual Conference of the American Library Association (New York, New York, July 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Cataloging, *Serials

Identifiers—*International Standard Bibliographic Description, ISBD(S)

In a presentation to the American Library Association, the author describes some advantages of converting serial title entries to the International Standard Bibliographic Description for Serials--ISBD(S)--and some difficulties of conversion. The coordination of the Anglo-American Cataloging Rules with ISBD(S) is discussed, as well as ISBD(S) in the card catalog, in machine-readable format, and in manual check-in files. For the check-in files some practical problems and solutions are described. (LS)

ED 095 881 IR 001 063

Kingsley, Edward H. Stelzer, John

A Theoretical Basis for Individualized Instruction. Final Report, March 1973-November 1973.

Air Force Human Resources Lab., Brooks AFB, Texas.

Report No—AFHRL-TR-74-10; HumRRO-TR-74-9

Pub Date Jul 74

Note—118p.

EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE

Descriptors—*Individualized Instruction, *Instructional Design, Instructional Innovation, Mathematical Logic, *Mathematical Models, Set Theory, Symbolic Language, Training

A theoretical basis was formulated for a model of individualized instruction. The theory is semi-axiomatic in nature so that the definitions and assumptions used are stated explicitly. Set theory and symbolic logic are the conceptual tools used. The model includes theories of subject-matter structure and student state description. These are related by an overall instructional model. A main result shows how subject-matter structure constrains student state transitions through a subject matter. An application of the subject-matter theory is made to an existing Air Force course. A number of open problems are given whose further investigation would help make the model a more practical instructional tool. (Author)

ED 095 882 IR 001 064

Cable Data. Revised Edition.

Cable Television Information Center, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.; John and Mary R. Markle Foundation, New York, N.Y.

Pub Date 74

Note—19p.; For earlier edition see ED 071 397

Available from—Cable Television Information Center, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037

EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Broadcast Industry, *Cable Television, Commercial Television, *Community Antennas, Data, Engineering Technology, Experiments, *Marketing

Identifiers—CATV

This revised material replaces the 1972 edition of "Cable Data" (ED 071 397). This short booklet provides basic data describing cable television in these areas: (1) number and locations of systems, (2) growth and size, (3) ownership and profitability, (4) service and program origination, and (5) two-way and pay-cable experiments. (WCM)

ED 095 883 IR 001 065

Reich, Joel J.

Telemedicine: The Assessment of an Evolving Health Care Technology.

Washington Univ., St. Louis, Mo. Center for Development Technology.

Report No—WU-CDT-R(T)-74/4; WU-THA-74/6

Pub Date Aug 74

Note—255p.; Master's thesis, Washington University, Saint Louis

EDRS Price MF-$0.75 HC-$12.60 PLUS POSTAGE

Descriptors—Delivery Systems, *Futures (of Society), Health Programs, Legal Problems, Legal Responsibility, Media Technology, Medical Research, *Medical Services, *Medicine, Physicians, Physicians Assistants, Planning, *Psychological Services, Psychology, Sociology, *Telecommunication

Identifiers—*Telemedicine

Telemedicine, the use of bidirectional telecommunications systems for the delivery of health care at a distance, could create a more equitable distribution of medical care. Many medical tasks can be performed at a distance although some require the presence of a physician's assistant. Cost-benefit analysis of this service is difficult and requires further study. The legal issues involved and the psychological effect of telecommunication must also be considered in planning telemedicine programs. Potential future impacts of telemedicine are identified along with recommendations for future research activity and regulation in this field. (Author/PF)

ED 095 884 IR 001 066

Stillman, Rona B.

Computer Networking: Approaches to Quality Service Assurance. Technical Note No. 800.

National Bureau of Standards (DOC), Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—NBS-TN-800

Pub Date Jan 74

Note—29p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*Computer Programs, Data Processing, Documentation, *Information Networks, *Information Processing, *Programing Problems, *Quality Control, Systems Analysis, Use Studies

The problem of quality service assurance in a computer networking environment is addressed. In the absence of any direct, well-defined, quantitative measure of service quality and reliability, error collection and analysis is the only basis for service quality control. Therefore, mechanisms are described which facilitate reporting of operational errors, documentation of error corrections, and collection of system performance data. Since techniques for hardware quality control are well known, these mechanisms focus on collecting data which can be used to assess and control software quality. Finally, specific network facilities are described which support research in the area of software quality, and potential areas of new research using the network are identified. (Author)

ED 095 885 IR 001 067

Bibliography of the Sources for the Evaluation and Selection of Instructional Materials Which Will Insure Proper Recognition of Ethnic and Cultural Minorities.

Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.

Pub Date 73

Note—14p.; For a related document see IR 001 068

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—American Indian Culture, American Indians, *Annotated Bibliographies, Asian Americans, *Ethnic Groups, Ethnic Studies, *Instructional Materials, Jews, Mexican Americans, *Minority Groups, Negro Culture, Negroes, Puerto Ricans, Reading Materials

An annotated bibliography of about 50 bibliographies dealing with American ethnic and cultural minorities forms the bulk of this listing. It covers print material, films, recordings, and other nonprint matter. Sources of continuing information on these publications are also listed. A directory of publishers is included. (PF)

ED 095 886 IR 001 068

Guidelines for the Evaluation and Selection of Instructional Materials Which Will Insure Proper Recognition of Ethnic and Cultural Minorities.

Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.

Pub Date 73

Note—8p.; For a related document see IR 001 067

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Ethnic Groups, Guidelines, Instructional Materials, *Library Material Selection, *Media Selection, *Minority Groups, *Negroes, Textbook Evaluation, *Textbook Selection

Minority groups should be accurately presented in educational materials for all school children, especially those with minority backgrounds. Materials should avoid giving the minority child a negative self-image. Life should be portrayed as it is, including harsh realities. Factual material must reflect authoritative, comprehensive, and current research. Minority achievements should be noted. (These guidelines are to be implemented throughout the state of Maryland.) (Author/PF)

ED 095 887 IR 001 069

Bender, David R.

What Are We About!

Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.

Pub Date 74

Note—24p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Audiovisual Directors, *Educational Planning, Instructional Materials Centers, *Leadership Responsibility, Librarians, Library Planning, Objectives, *Organizational Development, Questionnaires, *School Libraries, State Departments of Education, *Surveys

Identifiers—ACSSAVO, Delphi Technique, District of Columbia, Maryland State Library Media, Office of Education, SSL MS

A Delphi survey was conducted with the professional media staff in: (1) state educational agencies, (2) territories, (3) the District of Columbia, and (4) the U.S. Office of Education. Survey questions were designed to set organization goals, to plan program activities, and to organize the trends facing the supervisors. Only 19 questionnaires were returned. However, these forms listed over 150 possible items used in two subsequent mailings. The third round questionnaires identified five goal statements and five trends. The library/media goals involved evaluation, research and responsibility, resources, and strategies to help government officials understand the role of media. The trends involved staffing, preservice and inservice education, coordination, emphasis on library/media programs, and administrator apathy. (WCM)

ED 095 888 IR 001 070

Bender, David R.

Together We Can Do It.

Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.

Pub Date Jun 74

Note—16p.; Paper presented at the Annual Meeting of the American Association of School Librarians (New York, New York, June 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Cooperative Planning, Decentralization, Educational Development, *Information Dissemination, Instructional Media, Organization, *Professional Associations, Program Coordination, Shared Services, Speeches, *State Agencies, State Departments of Education, *Statewide Planning

Identifiers—American Library Association

Cooperation between state associations and state educational agencies depends on information transfer, individual and group process, and cooperative planning activities. Cooperative planning between the two groups can be accomplished through: (1) access to information relevant to the development of sound media programs, (2) the generation of educational information on media program, and (3) an information base of media development within each state. These objectives allow both a centralized and decentralized organization. The centralized structure on the national level is through the American Library Association and the State Assembly and State School Library/Media Supervisors Association. On the state level, the state educational agency or the state association would serve as the planning, managerial, and coordinating point for state activities. Clearinghouses help to diffuse new information in the network. Six terms translate the concepts into ideas of cooperative activities. The terms include: activities, communications, technology, individuals, organizations, and newtorks. From these six terms emerge the word--action. Action is the key word in cooperative programing between state association members and state agency personnel. (WCM)

ED 095 889 IR 001 071

Library Media Specialists' Perceptions of Their Roles and Functions.

Alabama A and M Univ., Normal. School of Library Media.

Pub Date 74

Note—23p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Instructional Materials Centers, Instructional Media, Librarians, *Media Specialists, Professional Education, Professional Personnel, Professional Recognition, *Role Perception, School Administration, *School Libraries, Surveys

In the fall of 1973, questionnaires concerning their professional relationships and goals were sent to 456 school media specialists in the southeastern United States. Responses were received from 66% of those surveyed. The major conclusions derived from the survey were the following: (1) there is a trend toward central locations for school media centers, (2) media specialists are frequently asked to perform extraneous administrative duties, (3) the media specialist needs to solicit teacher patronage and suggestions, (4) specific university training for media work is needed, and (5) the function and use of the media center has improved. (PF)

ED 095 890 IR 001 072

Jones, William G.

How Many Reference Librarians Are Enough?

Northwestern Univ., Evanston, Ill. Univ. Libraries.

Pub Date Jul 74

Note—10p.; Paper presented at the American Library Association Annual Meeting (New York, N.Y., July 7-13, 1974); Preprint from RQ, Fall 1974

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Librarians, *Library Planning, *Library Reference Services, Library Research, Library Services, Library Surveys, Research Libraries, *Use Studies

Identifiers—Northwestern University, Science Libraries

In 1973, the Technological Institute Library, along with the other science libraries of Northwestern University, began a study of reference use. For each reference request received in the libraries, the date, time, duration, mode, class of question, and user type were noted. These statistics were tabulated and analyzed by computer. It was concluded that the overall complexity of questions asked in a science library is low and that few non-trivial reference requests are received during evening hours. The library is now seeking to replace some of its reference service with other forms of service. (PF)

ED 095 891 IR 001 073

Ferruso, Agnes

Monthly Checklist of State Publications.

Library of Congress, Washington, D.C. Exchange and Gift Div.

Pub Date Jul 74

Note—10p.; Paper presented at the American Library Association Annual Conference (New York, N.Y., July 6-13, 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Bibliographies, Federal Programs, *Government Publications, *Library Acquisition, Publications, State Agencies, State Government

Identifiers—*Library of Congress, Monthly Checklist of State Publications

Since 1910, the Library of Congress (LC) has collected state publications and announced them in its Monthly Checklist. Over 26,000 titles were listed in 1973, but this does not represent a complete record of official state publications. If a state does not have a law requiring that a copy of each publication issued be sent to the LC, the coverage tends to be sparse. At times, the Checklist staff must locate and request publications individually. Not everything in the Checklist is retained by LC; only items of substantive content are integrated into the general collection. The Library of Congress needs state cooperation to improve the coverage of the Checklist. (PF)

ED 095 892 IR 001 074

Cooney, Joan Ganz

Children's Television Workshop. Progress Report.

Children's Television Workshop, New York, N.Y.

Spons Agency—National Center for Educational Technology (DHEW/OE), Washington, D. C.

Pub Date 16 Aug 74

Grant—OEG-0-8-080475-3743(007)

Note—13p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Biculturalism, Bilingualism, Disadvantaged Youth, *Early Childhood Education, *Educational Television, Financial Support, Formative Evaluation, National Surveys, Outreach Programs, Production Techniques, *Programing (Broadcast), *Reading, Reports, *Television Research

Identifiers—Appalachia, Childrens Television Workshop, Electric Company, Sesame Street

During the third quarter of 1973 (July through September) the Children's Television Workshop (CTW) evaluated old material and planned new programing. The fourth season of Sesame Street and the second season of The Electric Company were rerun through the summer by most of the public and commercial television stations that carried the shows throughout the school year. A nationwide research study indicated that The Electric Company, now in its second season, is watched by 3.5 million in school, an increase of more than half a million viewers over the first season. Another three million watch the program at home. Research indicated that the series meets its reading instruction objective. No general changes in the curriculum for The Electric Company are planned, but there will be some changes in emphasis. Sesame Street's new programing will give fuller treatment in the bilingual/bicultural area as well as in the area of emotions and feelings. Because of reduction in funding from public sources, new funding sources and investments are being explored. (Author/WCM)

ED 095 893 IR 001 075
Bibliocable. Revised Edition.
Cable Television Information Center, Washington, D.C.
Spons Agency—Ford Foundation, New York, N.Y.; John and Mary R. Markle Foundation, New York, N.Y.
Pub Date 74
Note—35p.; For earlier edition see ED 071 402
Available from—Cable Television Information Center, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—*Annotated Bibliographies, Bibliographies, *Cable Television, Community Antennas, Media Technology, Television
Identifiers—CATV
This selective, annotated bibliography is a revision of the original published in 1972 (ED 071 402). Some 104 books, articles, and reports included here deal with access, applications, franchising, regulation, technology, and other aspects of cable television. The listings are of two types in each category. First are revisions of the original annotations, including whether the publications are still available. Following are new entries, numbered beginning with No. 68. Each annotation includes sources and ordering information. The material is indexed by author and title. In addition, the Cable Television Information Center reports are listed at the end for easy reference. (WCM)

ED 095 894 IR 001 076
Survey of Two-Way Cable Television Testbeds.
Cable Television Information Center, Washington, D.C.
Pub Date May 74
Note—12p.
Available from—Cable Television Information Center, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—Broadcast Industry, *Cable Television, Commercial Television, Community Antennas, Computer Assisted Instruction, Electronic Equipment, Financial Support, Marketing, *Surveys, Systems Development
Identifiers—*Two Way Television
Surveys of 10 two-way interactive cable experiments indicate that little is happening in this field. The location of the testbeds, the names and addresses of both the parent company and its local subsidiary are included in the survey together with a description of each project. A brief note on the subscriber's right to privacy concludes this short booklet. (WCM)

ED 095 895 IR 001 077
Cable Television Interconnection.
Cable Television Information Center, Washington, D.C.
Spons Agency—Ford Foundation, New York, N.Y.; John and Mary R. Markle Foundation, New York, N.Y.
Pub Date 74
Note—39p.
Available from—Cable Television Information Center, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—Broadcast Industry, *Cable Television, Commercial Television, Communication Satellites, Cost Effectiveness, *Delivery Systems, Educational Television, *Local Government, Programing (Broadcast), *Telecommunication
Identifiers—Interconnection
State and local governments have not been involved in the complexities of cable television interconnection issues in the past despite opportunities. Without their intervention, the result may well be a lack of concern for local public services. However, the entertainment and communications industries will interconnect cable systems without the assistance of state and local governments. The FCC will license firms to do so. On the other hand, local government initiative in regional interconnection can be the catalyst which forces communications technology to address problems of urban congestion, rural decline, etc. Nevertheless, there are several problems public officials must address: (1) interconnection facilities do not necessarily fit public jurisdictional boundaries; (2) public uses of cable may require audiences and program sources larger than those available to a single cable system, but more localized than a national network; (3) cable systems deliver services only to cable subscribers, but the audiences for public services may not necessarily be connected to cable system. (WCM)

ED 095 896 IR 001 078
Campbell, Vincent N.
The Televote System for Civic Communication: First Demonstration and Evaluation. Final Report.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—National Science Foundation, Washington, D.C. RANN Program.
Report No—AIR-38700-9/74-FR
Pub Date Sep 74
Note—57p.; For related document see the Appendices IR 001 079
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*Citizen Participation, Cost Effectiveness, Demonstration Projects, Feedback, *Local Issues, *Parent School Relationship, Program Descriptions, Program Evaluation, *Public Opinion, Public Schools, Surveys, Telecommunication, *Telephone Communication Systems, Voting
Identifiers—San Jose Unified School District, Televoting
A televote system to aid two-way communication between public officials and constituents was developed and demonstrated in the San Jose Unified School District. The objectives of the system are: (1) to provide citizens and public officials information on community problems; (2) to provide civic planners knowledge of the views of citizens so their decisions will be responsive to these views; and (3) to offer citizens effective roles in civic and school planning. Over 5,000 persons (4 percent of the eligible population) voluntarily registered as televoters, and most participated in one or more televotes. About 700 persons voted on each issue which represents a substantially greater input than school authorities usually receive on specific issues. An evaluation of the system at the end of the demonstration gave consistently favorable responses. It appears that the citizens are willing to pay the cost of operating the televote system. It is recommended that: (1) the system should continue to be developed and operated to jointly serve those public agencies which wish to cooperate in its use; (2) outside funds should be sought to support the improvements in the system; and (3) the telephone company should be requested to approve a unique prefix so that televotes may be dialed from all phones in the area. (WCM)

ED 095 897 IR 001 079
Campbell, Vincent N. Gonzales, Lucy G.
The Televote System for Civic Communication: First Demonstration and Evaluation: Appendices. Final Report.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—National Science Foundation, Washington, D.C. RANN Program.
Report No—AIR-38700-9/74-FR(A)
Pub Date Sep 74
Note—74p.; For related document see IR 001 078
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Citizen Participation, Costs, Demonstration Projects, Feedback, *Local Issues, *Parent School Relationship, Program Descriptions, *Public Opinion, Public Schools, Telecommunication, *Telephone Communication Systems, Voting
Identifiers—San Jose Unified School District, *Televoting
The appendices which accompanied the research study "The Televote System for Civic Communication: First Demonstration and Evaluation" are presented. The first appendix covers televote topics such as: Spanish, vocational courses, vandalism and burglary, the San Jose Unified School District goals for students, elementary school effectiveness, communication, grades, school hours, traffic plans, athletics. The remaining appendixes are: registration form samples, schematic diagram of televote equipment system, discussions of hotline operations and citizen home interview surveys, a tally of communications received by schools, a list of meetings observed, a sample teacher questionnaire and student questionnaire, the results of a telephone survey, sample forms, and a summary of the estimated annual costs of the televote system. (WCM/JY)

ED 095 898 IR 001 080
Corya, William L. And Others
Overview Study for the Purdue University Libraries and Audio-Visual Center Circulation System.
Purdue Univ., Lafayette, Ind. Univ. Libraries.
Report No—PU-SYU-02/73
Pub Date 15 Nov 73
Note—95p.
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—Audiovisual Aids, *Audiovisual Centers, *Library Automation, *Library Circulation, Library Collections, Library Cooperation, Library Expenditures, Library Materials, *Library Planning, Library Programs, Library Research, Library Science, Library Technical Processes, *University Libraries
Identifiers—Ohio State University, *Purdue University
This overview study examines the systems presently used at Purdue University to circulate library and audiovisual materials in the general library, the 28 departmental libraries, and the audiovisual center. Also examined are three basic approaches to the automation of library circulation systems, with examples drawn from systems already in operation. In addition, the impact of the emergence of consortia of libraries dedicated to cooperative processing of materials has been considered and incorporated into the design. The conclusion of the design team is that the on-line system at Ohio State University be adopted with minor modifications for use at Purdue. Of particular interest in a technical sense are the recommendations for use of a new technology, light pens reading bar-encoded labels, and the adaptation of an existing operational circulation system from another university. The proposed system will also have an impact on other future university applications because of the inclusion of the bar-encoded, machine readable label on the university passport usable for many purposes. (Author)

ED 095 899 IR 001 081
Hayes, John Pulliam, Robert
Development and Evaluation of Video Systems for Performance Testing and Student Monitoring. Final Report.
Air Force Human Resources Lab., Brooks AFB, Texas.
Report No—AFHRL-TR-74-67
Pub Date Jul 74
Note—214p.
EDRS Price MF-$0.75 HC-$10.20 PLUS POSTAGE
Descriptors—Flight Training, Measurement, Mechanical Skills, Military Training, Performance, Production Techniques, *Testing, Test Reliability, *Video Equipment, Video Tape Recordings, *Vocational Education, Vocational Training Centers
A video performance monitoring system was developed by the URS/Matrix Company, under contract to the USAF Human Resources Laboratory and was evaluated experimentally in three technical training settings. Using input from 1 to 8 video cameras, the system provided a flexible combination of signal processing, direct monitor, recording and replay options including fast, slow, and stopped motion. The system design was based on hypothesized benefits or manpower savings in technical training, achieved by the remote and/or recorded monitoring of trainee performance, and the standardization of measurement criteria using recorded performance samples. The system was demonstrated in jet aircraft mechanic performance testing, in the screening of candidates for power lineman training, and in the evaluation of instructor trainees. The system was found to be feasible in many training environments and for most training tasks. (Author/PF)

ED 095 900 IR 001 082
Kauffman, Dan And Others
The Empirical Derivation of Equations for Predicting Subjective Textual Information. Final Report.
Air Force Human Resources Lab., Williams AFB, Ariz. Flying Training Div.

Report No—AFHRL-TR-74-55
Pub Date Jul 74
Note—40p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Education, *Information Theory, *Instructional Technology, *Psychology, *Training

A study was made to derive an equation for predicting the "subjective" textual information contained in a text of material written in the English language. Specifically, this investigation describes, by a mathematical equation, the relationship between the "subjective" information content of written textual material and the relative number of errors committed by a learner when asked to predict, letter by letter, the content of given textual material. The relationship shows that the subjective information of a given text for a specific learner is directly proportional to the number of wrongly-guessed signs made by that learner. This is expressed mathematically by: I=3.1E; Where: I=Information in Bits; E=Number of wrongly guessed signs. The application of Shannon's guessing procedure (1951) in this study permits the measurement of the "subjective" information of a given text for a specific learner. The derived equation permits the measurement of information in terms of a value that is dependent not only on the inherent qualities of the subject matter, but also on the internal state of the learner. (Author/WCM)

ED 095 901 IR 001 083
Hagin, William V. Smith, James F.
Advanced Simulation in Undergraduate Pilot Training (ASUPT) Facility Utilization Plan.
Air Force Human Resources Lab., Brooks AFB, Texas.
Report No—AFHRL-TR-74-43
Pub Date Jun 74
Note—37p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Equivalency Tests, *Flight Training, *Simulation, *Teaching Methods

The capabilities of a flight simulation research facility located at Williams AFB, Arizona are described. Research philosophy to be applied is discussed. Long range and short range objectives are identified. A time phased plan for long range research accomplishment is described. In addition, some examples of near term research efforts which will be conducted during periods when the total system is not available are described in some detail. These projects address immediate simulator user's needs. (Author)

ED 095 902 IR 001 084
Collins, Allan M.
Comparison of Two Teaching Strategies in Computer-Assisted Instruction. Report No. 2885.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.
Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Washington, D.C.
Report No—BBN-2885
Pub Date Sep 74
Note—50p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*Comparative Analysis, *Computer Assisted Instruction, Geography, Learning Theories, *Secondary School Students, *Teaching Methods, *Tutoring
Identifiers—Block Test Mode, SCHOLAR, Tutorial Mode

Three experiments were run using the SCHOLAR CAI (computer assisted instruction) system to teach geography to high school students. The experiments compared a method of teaching derived from analysis of human tutors (Tutorial Mode) vs. a method derived from programed instruction (Block-Test Mode). In the three experiments, Block-Test Mode was systematically converged toward Tutorial Mode in order to pinpoint what aspects of teaching strategy affected student's learning. Tutorial Mode was significantly more effective in the first two experiments, and nonsignificantly effective in the third. The results indicated that the major factor affecting the student's learning was the strategy that tutors use of reviewing the material in greater depth on a second pass. Allowing the students to ask questions, and the tutorial strategy for relating new material to the student's previous knowledge contributed only a small amount to the differences found in the first two experiments. (Author)

ED 095 903 IR 001 085
Lindahl, William H. Gardner, James H.
Application of Simulation to Individualized Self-Paced Training. Final Report. TAEG Report No. 11-2.
Naval Training Equipment Center, Orlando, Fla. Training Analysis and Evaluation Group.
Report No—TAEG-11-2
Pub Date Sep 74
Note—83p.
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—Autoinstructional Methods, *Feasibility Studies, *Instructional Systems, *Military Training, Program Descriptions, *Simulation, *Systems Analysis
Identifiers—TAEG, Training and Evaluation Group

Computer simulation is recognized as a valuable systems analysis research tool which enables the detailed examination, evaluation, and manipulation, under stated conditions, of a system without direct action on the system. This technique provides management with quantitative data on system performance and capabilities which can be used to compare proposed methods, concepts, or designs. The planning of a new Navy technical school provided the opportunity to demonstrate the feasibility and value of simulation as applied to training systems. The school was being programed to use individualized self-paced instructional systems and, therefore, was considered to be representative of future instructional systems in the Navy. Not only would the replication of the system prove the feasibility of the application of simulation, but it would provide the training planners with the capability of assessing their particular conceptual system and of checking the validity of their assumptions. (Author)

ED 095 904 IR 001 087
Grise, Philip J., Jr. And Others
Educational Radio: A Review of the Literature.
Florida State Univ., Tallahassee. Center for Educational Technology.
Pub Date 74
Note—51p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*Correspondence Courses, Cost Effectiveness, *Developing Nations, *Educational Radio, Educational Television, *Instructional Media, Literature Reviews, Longitudinal Studies, Radio Technology, State of the Art Reviews
Identifiers—*Accion Cultural Popular, ACPO

Radio has been used for educational purposes since its beginning in the early 1920's; the application of radio to the educational problems of the developing nations is not a new concept by any means. Among the uses of educational radio are foreign radio schools, classroom radio uses, "Accion Cultural Popular" (ACPO), and correspondence radio courses. Educational radio for classroom presentation has been demonstrated as effective as television, slide/tape presentations, and other media, and to be cost effective. The great gains in learning shown in radio lessons might be further enhanced by using materials designed specifically for radio use rather than applications of modified scripts from other media. Other areas of need are those of longitudinal studies concerning the effects of radio used over an extended period of time, and studies of single-session attention span of students. (Author/WH)

ED 095 905 IR 001 088
Banta, Trudy W. Bowlby, Sylva M.
Bibliographical References from ERIC Citations.
Tennessee Univ., Knoxville. Univ. Libraries.
Pub Date 74
Note—30p.; Library Resources series
Available from—The University of Tennessee Library, Knoxville, Tennessee 37916 ($1.00)
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—Abstracts, *Annotated Bibliographies, *Bibliographic Citations, *Bibliographies, *Government Publications, Manuals, Pamphlets, Periodicals, Reference Materials
Identifiers—*Educational Resources Information Center, ERIC

The educational document and journal citations found in the ERIC (Educational Resources Information Center) system are explained and the proper translation into standard bibliographic form is given for the usual and irregular cases. Section 1 explains the meaning of each part of an ERIC citation and, in parallel fashion, the parts and order of a standard bibliographic entry. The remaining sections present typical ERIC citations followed by the proper translation into standard bibliographic form. The publication types covered are periodicals, pamphlets, reports, monographs, dissertations, and government publications. (WH)

ED 095 906 IR 001 089
Wood, Fred B.
The Potential for Congressional Use of Emergent Telecommunications: An Exploratory Assessment. Monograph No. 20.
George Washington Univ., Washington, D.C. Program of Policy Studies in Science and Technology.
Spons Agency—National Aeronautics and Space Administration, Washington, D.C.
Report No—GWPS-MON-20
Pub Date May 74
Note—70p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*Cable Television, Communication (Thought Transfer), *Communication Problems, Federal Government, Government Role, Information Dissemination, Information Needs, Information Retrieval, *Legislators, Mass Media, *Public Officials, *Public Policy, Telecommunication
Identifiers—*Congress, House of Representatives

Communication between Congressmen and their constituents could be improved by the use of advanced telecommunications. Interviews with representatives and senior staff from a sample of 40 House offices show concern that the current communication systems are either too narrow--letters, telephone calls, physical conferences--or too broad--television, radio, or other media. The workload of congressmen is increasing so that effective constituent communication is ever more difficult, but the need for that communication is even greater. Emergent telecommunications (particularly cable television) offer the potential of great time savings and ideal communication at the right level. However, there are possible problems of cost, accountability, abuse, and overuse. The entrenchment of incumbents seemed to be a particular concern of Congressmen. It is recommended that telecommunications should be expanded to aid Congressmen with the proviso that fair and balanced access to communication channels be available to all political participants. (WH)

ED 095 907 IR 001 090
Lippey, Gerald
Computer-Assisted Test Construction.
International Business Machines Corp., San Jose, Calif.
Pub Date 74
Note—2p.; For related documents see IR 001 091 and 092
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Computer Assisted Instruction, *Computer Oriented Programs, Computers, Individualized Instruction, *Individual Tests, *Item Banks, Item Sampling, Teachers, *Test Construction, Tests, Test Selection

Computer-assisted test construction is a simple, inexpensive natural complement to computer-based test scoring. Parallel tests can be made for individually-paced instruction, and the computer can produce feedback to improve item quality. The adaptability of computer-assisted test construction means that its introduction will likely be accepted by teachers who fear programs that make instructional decisions. Eventually it can lead to more sophisticated computer-augmented instructional approaches. (WH)

ED 095 908 IR 001 091
Lippey, Gerald
A Comprehensive Question Retrieval Application to Serve Classroom Teachers.
International Business Machines Corp., San Jose, Calif.
Pub Date 73
Note—14p.; For related documents see IR 001 090 and 092

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Computer Oriented Programs, *Computer Programs, Computers, Individualized Instruction, Individual Tests, *Item Banks, Item Sampling, *Teachers, *Test Construction, Tests, Test Selection
Identifiers—*Classroom Teacher Support System, CTSS
Classroom Teacher Support System (CTSS) is a prototype system for computer-assisted construction and scoring of tests, using questions from a central data bank. The computer programs for CTSS were developed by International Business Machines Corporation for study in the Los Angeles City Unified School District in 1969 and 1970. In order to provide maximum service to teachers, CTSS coordinators act as an interface between teachers and the computer center and maintain the test item bank. The system design, files, computer runs, and backup and recovery procedures are described in detail. (PF)

ED 095 909 IR 001 092
Lippey, Gerald
Bibliography on Computer-Assisted Test Construction.
International Business Machines Corp., San Jose, Calif.
Pub Date Oct 73
Note—5p.; For related documents see IR 001 090 and 091
Journal Cit—ACM SIGCUE; v7 n4 p22-26 October 1973
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Bibliographies, *Computer Oriented Programs, Computer Programs, Computers, *Item Banks, *Test Construction, Tests
This bibliography includes papers concerned with using a computer to help construct a list of questions for use as a test or exercise. It is not intended to contain references to papers which deal exclusively with computers administering tests. Sixty-four references are provided. (Author/WH)

ED 095 910 52 IR 001 093
Ahlers, Eleanor E. Wieman, Jean B.
School Library Media Supervisor Competencies: A Cyclic Design for Development.
Washington Univ., Seattle. School of Librarianship.
Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.
Pub Date 74
Note—123p.
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—Audiovisual Directors, *Curriculum Development, Institutes (Training Programs), Job Analysis, *Library Education, *Media Specialists, *Performance Based Education, *Performance Criteria, Program Evaluation, Supervisory Training
Identifiers—*Competency Based Education, Higher Education Act Title II, IDI, Instructional Development Institute
A selected group of 18 school library media supervisors from Washington, Oregon, Alaska, and Hawaii met in an institute to systematically identify the essential competencies for their role and to interact with a group of nine instructors of library media education in colleges and universities. The institute program was conducted in three stages, with responsibility by the participants for the development and redesign of prototypes during the two interim periods. Once trained in the use of the Instructional Development Institute (IDI) system, participants sought to produce a competency-based program and guide to the preparation and certification of library media supervisors, and to develop a variety of competency-based inservice/preservice prototypes. Supervisory participants identified and defined five major roles for a media supervisory. A list of competencies was outlined for each role and for 28 functions, and suggestions were made for preparatory experiences. An "inside-outside" evaluation of the institute was conducted through personal interviews and a written questionnaire at the final session. Abstracts of the participants' inservice/preservice prototypes and the competencies lists are appended. (Author/SL)

ED 095 911 IR 001 094
Hsueh, Shau-wing And Others
"Mister Rogers' Neighborhood" and the Handicapped Child Interface: Exploring and Assessing Integration of Educational Media and Professional Services to the Handicapped Child.
Ohio State Univ., Columbus.
Pub Date Apr 74
Note—37p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 1974)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Handicapped Children, Interpersonal Relationship, *Media Selection, *Professional Personnel, Research Proposals, *Self Concept, Social Experience, *Television Viewing
Identifiers—*Misterogers Neighborhood
In order to discover how the concept of handicappedness can best be presented to children and what are the effective styles of the professionals who work with disabled children, a thematic content analysis of the children's television program Mister Roger's Neighborhood-particularly segments dealing with social role and self-concept--will be conducted. It is expected that media use analysis and communication assessment procedures will identify those persons who share similar media use characteristics. A systematic way of being creative can be predicted to increase the visible range of choices in media use in exponential proportions, greatly expanding the possible ways that the Mister Roger's Neighborhood program segments and materials can deliver educationally to the child. Once media use patterns are expanded in this way, and once specific patterns of use by professionals and the special child are identified, it should be possible to plan and design subsequent segments and materials to effectively reach both audiences. (Author/SL)

ED 095 912 IR 001 095
Wert, Lucille M.
Evaluation of the Albany Librarianship Trainee Program of the School of Library and Information Science of the State University of New York at Albany.
Illinois Univ., Urbana. Library Research Center.
Spons Agency—State Univ. of New York, Albany. School of Library Science.
Pub Date Dec 73
Note—43p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Career Choice, *Disadvantaged Youth, Integrated Curriculum, *Library Education, Library Science, Masters Degrees, *Participant Characteristics, Participant Satisfaction, Program Evaluation, Recruitment, *Undergraduate Study
Identifiers—*Albany Librarianship Trainee Program, State University of New York Albany
In the summer of 1970, the School of Library and Information Science at the State University of New York at Albany (SUNYA) initiated an integrated 3-year undergraduate and graduate program leading to a bachelors degree in an area of the student's choice and a Masters of Library Science (MLS). Twenty-one junior year students, (nine Black or Spanish American and all economically deprived) were recruited. A random sample of 20 students in the regular MLS program were selected as a control group and compared to the trainees in background and attitudes on their graduate library education. During their junior and senior years, the trainees took some library science courses, attended lectures and tours, and participated in two projects: a reorganization of the Albany county jail library and a paid summer internship. In interviews, trainees stated that their undergraduate exposure to librarianship had assisted them in making career decisions. They felt that their 3-year program was outstanding. The SUNYA program had a lower dropout rate than similar programs to date. Only one of the program's objectives was not fully met--to encourage trainees to take undergraduate programs in fields rare to graduate library students. Only four trainees chose unusual undergraduate programs. (SL)

ED 095 913 IR 001 096
Geis, George L.
About to Have a Centre?
McGill Univ., Montreal (Quebec). Center for Learning and Development.
Pub Date Apr 74
Note—25p.; Paper presented at the Annual Meeting of the National Society for Instruction and Performance (Miami, Florida, April 1974)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*College Faculty, Curriculum Study Centers, Information Centers, *Instructional Improvement, Instructional Innovation, *Instructional Materials Centers, Instructional Technology, *Organization, University Administration
In founding an instructional materials and methods center on a university campus, it must be borne in mind that the type of university and degree of faculty power greatly affect the eventual form of an instructional center. Many people have different ideas concerning how a center fits into the content model of knowledge or the transmission model of teaching. The purpose of an instructional center is often called "improving instruction", but this can be ambiguously interpreted. On the one hand the purpose could be to aid and supplement existing methods and objectives of instruction. This is likely to mean the center is to be a service agency for the faculty. On the other hand the center might seek to go beyond the existing methods and curricula on campus. In the latter case a conflict with faculty can easily develop. The survival of an instructional center sometimes depends on the independence of its funding and the vagueness of its stated purposes. The idea of being a "catalyst for change" should be avoided. Overall, centers should be expected to engage in research, science, and teaching. (WH)

ED 095 914 IR 001 098
Palmour, Vernon E. And Others
Resource and Bibliographic Support for a Nationwide Library Program. Final Report.
Westat Research, Inc., Rockville, Md.
Spons Agency—National Commission on Libraries and Information Science, Washington, D. C.
Pub Date Aug 74
Note—282p.; For a related document see IR 001 033
EDRS Price MF-$0.75 HC-$13.80 PLUS POSTAGE
Descriptors—Costs, Delivery Systems, *Interlibrary Loans, Library Collections, *Library Cooperation, *Library Networks, Models, *National Programs, Objectives, Regional Cooperation, *Regional Libraries, Resource Centers
Identifiers—*National Library Network, NLN
This study was commissioned to delineate the role of resource and bibliographic centers in the national network of library and information services proposed by the National Commission on Libraries and Information Science. As background material, an overview of existing centers was constructed from earlier interlibrary loan studies; small surveys of public, special, and state library agencies; and staff visits to a number of existing centers and regional networks. To meet the need for improved resource sharing, a recommended structure for the coordination and integration of resource and bibliographic centers into a national network for improved interlibrary loan service was developed. As part of this design the nation was divided into a number of suggested bibliographic regions and delivery zones for the physical supply of requested materials. Various kinds and levels of services have been considered at each level within the program--national, regional, zone, state, and local. Estimated developmental and operational costs are shown along with a proposed schedule for the accomplishment of the recommended program. (Author/SL)

ED 095 915 IR 001 099
Wert, Lucille M. And Others
The Books by Mail Programs of Bur Oak, Corn Belt, and Rolling Prairie Library Systems.
Illinois Univ., Urbana. Library Research Center.
Spons Agency—Illinois Library Association, Chicago.
Pub Date Jul 74
Note—130p.
EDRS Price MF-$0.75 HC-$6.60 PLUS POSTAGE
Descriptors—Costs, *Library Circulation, *Library Extension, Paperback Books, *Program Evaluation, *Public Libraries, Regional Libraries, *Rural Areas, Use Studies
Identifiers—BBM, *Books By Mail

Between January 1972 and December 1973, three Illinois public library systems conducted Books by Mail (BBM) programs with the intent of reaching people unserved by libraries and promoting and improving library services. Similar procedures were followed by the three systems: a catalog, listing paperback books for children and adults, was prepared and distributed by bulk mail. Prestamped book order cards were enclosed. Program evaluation was based on monthly circulation statistics, an analysis of geographic distribution of patrons and of subject popularity from a 10 percent sample of the completed order cards and, at the end of the project, a questionnaire to an 8 percent sample of the BBM patrons. The mean cost per user of the BBM service was $8.12. Data suggested that the programs did not achieve their goal of stimulating library use and the development of new library districts, since a high percentage of the BBM users were already registered library patrons. Furthermore, the total group sampled was not willing to pay an annual fee large enough to support any type of library program, even a BBM service. (SL)

ED 095 916 IR 001 100

Michael, Mary Ellen Young, Arthur P.

Planning and Evaluating Library System Services in Illinois.

Illinois Univ., Urbana. Library Research Center.

Pub Date Aug 74

Note—81p.

EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE

Descriptors—Accountability, *Decision Making, *Evaluation Methods, Interlibrary Loans, *Library Planning, Library Services, *Manuals, *Objectives, Regional Libraries, Regional Planning, Statewide Planning, Systems Analysis

Identifiers—CIPP, *Context Input Process Product, Illinois

This manual was conceived as a reference guide for Illinois' 18 library systems to use in their long-range planning and evaluation program. Section 1 of the manual explains the planning model: Context Input Process Product (CIPP). CIPP was selected as a coherent adaptation and modification of many previous planning and design methods: systems analysis, programed instruction, and Planning Programing Budgeting System (PPBS). It consists of four major steps: context evaluation (identifying the environment/setting goals and objectives); input evaluation (selecting alternatives); process evaluation (implementation); and product evaluation (assessing final results). Further explanation is provided on the process of generating library goals and objectives. Finally the CIPP model is applied to the central interlibrary loan operation of a hypothetical public library; question formulation, goal setting, and implementation activities. A flowchart of the CIPP model, a glossary of terms, report writing forms and procedures, and a bibliography are appended. (Author/SL)

ED 095 917 IR 001 101

Palmini, Cathleen

A Study of Urban Library Needs.

Illinois Univ., Urbana. Library Research Center.

Spons Agency—Urban Library Trustees Council, Washington, D.C.

Pub Date Dec 72

Note—45p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*City Problems, *Disadvantaged Groups, Financial Support, Library Expenditures, *Library Services, Outreach Programs, Property Taxes, *Public Libraries, Research Reviews (Publications), Resource Centers, Tables (Data)

The concentration of disadvantaged people in the major cities of the United States requires new programs of the urban library. Libraries must actively intervene to provide information and referral services on the problems of daily living and should serve as cultural institutions, reflecting the various ethnic orientations to be found in the city. Important ingredients to a successful urban outreach program include a sympathetic staff and small, neighborhood library centers. The greatest difficulty in carrying out any specialized program for the disadvantaged is the matter of funding, for the very concentration of poverty and related problems reduces the city's fiscal and personal resources for meeting these needs. In addition, urban libraries, because of their large collections, are called on to serve as research libraries and area resource centers for the suburbs. Statistics show that library expenses are rising, but that urban libraries are receiving a decreasing share of the city budget. Additional funds are imperative for the development of library programs deemed necessary for urban living. (Author/SL)

ED 095 918 IR 001 103

Sawtelle, Thomas K.

The Emerging Role of the Data Base Manager. Report No. R-1253-PR.

Rand Corp., Santa Monica, Calif.

Spons Agency—Air Force Directorate of Operational Requirements and Development Plans, Washington, D.C.

Report No—R-1253-PR

Pub Date Dec 73

Note—34p.

Available from—The Rand Corporation, Publications Department, 1700 Main Street, Santa Monica, California 90406 ($2.00)

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Computer Oriented Programs, *Computer Programs, Computers, *Confidentiality, *Data Bases, *Data Processing, Information Storage, Information Systems, *Management Information Systems

Identifiers—Advanced Logistics System, Air Force, ALS, Data Base Integrity, *Data Base Management

The Air Force Logistics Command (AFLC) is revising and enhancing its data-processing capabilities with the development of a large-scale, multi-site, on-line, integrated data base information system known as the Advanced Logistics System (ALS). A data integrity program is to be built around a Data Base Manager (DBM), an individual or a group of people who provides the focal point for the coordination and control of data base functions. Data-related computing system activities serve as the basis for developing a statement of responsibilities for a DBM. The DBM can use education and indoctrination to create awareness of the role that each member of the organization plays in assuring data integrity. (Author/WH)

ED 095 919 IR 001 104

Michael, Mary Ellen Palmini, Cathleen

A Selected Bibliography on Continuing Education 1965 to Date.

Illinois Univ., Urbana. Library Research Center.

Spons Agency—Illinois Library Association, Chicago.

Pub Date May 73

Note—41p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, *Library Education, *Library Planning, *Library Science, *Professional Continuing Education, Statewide Planning

Books, ERIC documents, and journal articles pertaining to professional continuing education are abstracted to provide resources for the planning of continuing education in librarianship. The listing is divided into three sections: some recent studies and bibliographies on continuing education in other professions, a selective list of materials pertaining to state and national planning, and materials of value in planning a statewide workshop on continuing education in librarianship. (SL)

ED 095 920 52 IR 001 105

A Survey of the Attitudes, Opinions and Behavior of Citizens of Colorado with Regard to Library Services. Volume Three: Adult Non-Student Summary.

Colorado Market Research Services, Inc., Denver.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.; Colorado State Library, Denver.

Pub Date Aug 74

Note—55p.; For a related document see ED 089 705

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—*Adults, Attitudes, *Information Needs, Interviews, *Library Services, *Library Surveys, Public Libraries, *State Surveys, Tables (Data), Use Studies

Identifiers—*Colorado

As part of a larger state survey of public attitudes toward libraries in Colorado, conducted in 1973, this report presents data gathered from interviews with a sample of Colorado adults who are not currently enrolled in any program of formal education. The initial section of this report deals with how often, how, and why nonstudents use all types of libraries. The next section concerns adult nonstudents' evaluations of local libraries available to them. Section 3 centers on specific public library services, including a number of proposed services, which are examined for perceptions of availability, use, or potential usefulness to these adults. The following section deals with attitudes toward libraries in general, including likes and dislikes. The final section reports findings on types of information which nonstudent Coloradans feel are useful or desirable to have available, as well as their tendency to use a library for any of their information needs on a particular topic. (Author/SL)

ED 095 921 IR 001 106

Life-Coping Skills for Eleven-to-Thirteen-Year-Olds. Prospectus.

Agency for Instructional Television, Bloomington, Ind.

Pub Date Sep 74

Note—49p.; For a related document see ED 089 797

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*Adolescents, *Affective Behavior, Affective Objectives, Audiences, Behavior Patterns, *Educational Television, *Emotional Development, *Programing (Broadcast)

Identifiers—*Agency for Instructional Television, Life Coping Skills

The goals and activities of the Agency for Instructional Television in developing a series of television programs on "life-coping skills" for early adolescents are described in this report. The background of the project as well as the intended audience is discussed, and the "life-coping skills" are specified. The project is described with all its characteristics, evaluation aspects, and curriculum implementations. Each of the planned television programs is outlined. The report concludes with the technical details of the project and a history of the Agency for Instructional Television. (WH)

ED 095 922 IR 001 109

Wallerstein, Edward And Others

Pediatrics and Cable Television.

Mount Sinai School of Medicine, New York, N.Y.

Pub Date Jun 73

Note—3p.; Paper presented at the Annual Meeting of the National Cable Television Association (Anaheim, California, June 1973)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Cable Television, Community Programs, Delivery Systems, Disadvantaged Groups, *Disadvantaged Youth, *Hospitals, Medical Schools, *Medical Services, *Outreach Programs

Identifiers—*Mount Sinai School of Medicine, New York City, Pediatrics, TelePrompTer Corporation

The Department of Community Medicine of the Mount Sinai School of Medicine (New York City), in cooperation with the TelePrompTer Corporation and with funding from the Health Services and Mental Health Administration of the Department of Health, Education, and Welfare, has developed a bidirectional television system using coaxial cable which links a pediatric office at the Medical Center to an outreach pediatric clinic in East Harlem, about a mile and a half away. The pediatric staff at the Medical Center can be in audiovideo contact with the clinic staff and patients and vice versa. Although the system has been in operation for only six months, its value is unquestioned. Cable television can be used as an extender of medical expertise to the medically disadvantaged. (Author)

ED 095 923 IR 001 110

A Feasibility Study of Computer Assisted Instruction in US Army Basic Electronics Training. Final Report.

Army Signal Center and School, Fort Monmouth, N.J.; International Business Machines Corp., Gaithersburg, Md. Federal Systems Div.

Spons Agency—Army Training and Doctrine Command, Fort Monroe, Va.

Pub Date Feb 68
Note—198p.
EDRS Price MF-$0.75 HC-$9.00 PLUS POSTAGE
Descriptors—*Computer Assisted Instruction, Cost Effectiveness, Efficiency, Electronics, *Electronic Technicians, Instructional Innovation, *Military Training, *Program Evaluation, Time Factors (Learning)
Identifiers—Army, Army Signal Center and School
A study of computer-assisted instruction (CAI) for US Army basic electronics training at the US Army Signal Center and School establishes the feasibility of CAI as a training technique. Three aspects of CAI are considered: effectiveness, efficiency, and applicability of CAI to basic electronics training. The study explores the effectiveness of the learning achieved by the student and the time required to complete the course material. An analysis of current training costs compared to estimates of CAI costs is used to establish the efficiency of a CAI training system. Computer-assisted instruction is shown to be applicable to Army training methods and educational strategies as well as to new communication and electronics equipment maintenance training. (Author)

ED 095 924 IR 001 111
Pradels, Jean Louis
Two Upper Bounds for the Weighted Path Length of Binary Trees. Report No. UIUCDCS-R-73-565.
Illinois Univ., Urbana. Dept. of Computer Science.
Spons Agency—Ministry of Foreign Affairs, Paris (France).
Report No—UIUCDCS-R-73-565
Pub Date Jan 73
Note—16p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Codification, *Computer Science, Information Retrieval, *Information Science, Information Storage, Information Theory, *Mathematical Models, Statistics
Identifiers—*Binary Trees
Rooted binary trees with weighted nodes are structures encountered in many areas, such as coding theory, searching and sorting, information storage and retrieval. The path length is a meaningful quantity which gives indications about the expected time of a search or the length of a code, for example. In this paper, two sharp bounds for the total path length of general weighted node trees are derived. (Author)

ED 095 925 IR 001 112
McClintock, Peggy A. Kimberlin, Donald A.
An On-Line Electronics Graphics Symbol Set for the PLATO IV System.
Army Signal Center and School, Fort Monmouth, N.J. Computerized Training System.
Spons Agency—Army Training and Doctrine Command, Fort Monroe, Va.
Report No—CTS-TR-73-3
Pub Date Oct 73
Note—61p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*Computer Assisted Instruction, *Computer Graphics, Computer Programs, Computers, Diagrams, *Electric Circuits, *Electronic Technicians, *Symbols (Mathematics)
Identifiers—Army, *PLATO IV
An electronics graphic symbol set for on-line construction of electrical and electronics schematic diagrams is described. Specific procedures involving off-line and on-line activities are presented for the development and entry of schematic diagrams utilizing a stored set of symbols. An example of the commands and coding required for the construction of diagrams is provided. (Author)

ED 095 926 IR 001 113
Hinkle, Lawrence R.
PLATO IV: First Year Report, Computerized Training System, Project ABACUS.
Army Signal Center and School, Fort Monmouth, N.J. Computerized Training System.
Spons Agency—Army Training and Doctrine Command, Fort Monroe, Va.
Report No—CTS-TR-74-2
Pub Date 1 Apr 74
Note—18p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Annual Reports, *Computer Assisted Instruction, Computer Programs, Electronics, Equipment Evaluation, Material Development, Military Training
Identifiers—Advanced Research Projects Agency, Army, ARPA, *Computerized Training Systems, PLATO IV, Project ABACUS
This report covers the PLATO IV activities during calendar year 1973 at the Computerized Training System. The work reported herein is supported by a program sponsored by the Advanced Research Projects Agency (ARPA) to evaluate the PLATO IV system for use in training, oriented to the needs of the Armed Services. The report presents a synopsis of each lesson written, a discussion of support routines for these lessons, a summary of demonstrations of PLATO IV given by the Computerized Training System (CTS), and the future PLATO IV plans of CTS. (Author)

ED 095 927 IR 001 117
Brown, Thomas C. And Others
Experiences with a Competency-Based Educational Approach to Reproductive Biology.
Utah Univ., Salt Lake City.
Pub Date Apr 74
Note—12p.; Paper presented at the Annual Meeting of the National Society for Performance and Instruction (Miami Beach, Florida, April 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Biology Instruction, Curriculum Development, Educational Accountability, Independent Study, Individualized Instruction, *Instructional Design, *Medical Education, Medical Students, *Performance Based Education, *Performance Specifications
A competency-based educational program for future physicians studying reproductive biology was developed at the University of Utah College of Medicine. The development took the form of a generic model specifying a linear sequence of steps, namely: assess competency needs, specify competencies, determine competency components and performance levels, identify and implement competency attainment procedures, establish assessment of compentency attainment, and validate all system components. A functional analysis was performed on each of these steps. In the future it is hoped to eliminate a time-bound curriculum in the sophomore reproductive biology course and substitute a set of self-learning modules where students would learn content independently, using their own personal choices of method of teaching. (WH)

ED 095 928 IR 001 118
Hirschbuhl, John J.
The Computer and the Camera. CAI and CATV--The Missing Link?
Akron Univ., Ohio.
Pub Date 16 Oct 74
Note—10p.; Paper presented at the Annual Conference of EDUCOM (10th, Toronto, Canada, October 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Cable Television, College Students, *Computer Assisted Instruction, *Delivery Systems, Individualized Instruction, *Instructional Design, Instructional Innovation, *Instructional Technology, Technological Advancement
Identifiers—*University of Akron
The University of Akron has been using computer assisted instruction (CAI) with cable television (CATV) in a system that blends man and machine delivery systems for instruction of its students. The system provides supplemental instruction in a variety of courses, but present hardware does not allow complete fulfillment of the instructional design. Further technological developments are needed to fill the gaps. (Author/WH)

ED 095 929 IR 001 119
Macy, John W., Jr.
To Irrigate a Wasteland: The Struggle to Shape a Public Television System in the United States.
Pub Date 6 May 74
Note—186p.
Available from—University of California Press, 2223 Fulton Street, Berkeley, California 94720 ($6.95)
Document Not Available from EDRS.
Descriptors—Educational Television, *Financial Problems, Politics, *Public Policy, *Public Television
This study comprises a capsule history of American public television broadcasting, an inside account of recent developments, and consideration of how public broadcasting might be supported without partisan political control. The book is an expanded version of the Gaither Lectures given for the Center for Research in Management Science, University of California, Berkeley. A set of 12 appendixes includes a glossary, membership lists of the Carnegie Corporation and the board of directors of the Corporation for Public Broadcasting, and other background information on public television. (Author/WCM)

ED 095 930 IR 001 121
Feeling Good: A Major New Weekly Series on Health for Adults from the Creators of Sesame Street.
Children's Television Workshop, New York, N.Y.
Spons Agency—Corporation for Public Broadcasting, Washington, D.C.; Robert Wood Johnson Foundation, New Brunswick, N.J.
Pub Date 74
Note—28p.
Available from—Public Affairs, Feeling Good (Box B), CTW, 1 Lincoln Plaza, New York, New York 10023
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Adult Education, Behavioral Objectives, Educational Television, *Guides, *Health Education, Media Research, Mental Health, Physical Health, *Public Television
Identifiers—Childrens Television Workshop, Community Education Service, Feeling Good
The objective of the television series "Feeling Good" is to help adults improve both their physical and mental health and that of their children. More than 300 doctors and health experts participated with Children's Television Network (CTW) in selling the 11 priority topics for the series: alcohol abuse, cancer, child care, dental care, exercise, the health care delivery system, heart disease, hypertension, mental health, nutrition, and prenatal care. Several informational and behavioral goals are attached to each topic. To attract a mass audience, CTW's Community Education Service will work with local public TV stations. The series premiered November 20, 1974. (Author/WCM)

ED 095 931 IR 001 122
Razik, Taher A. Ramroth, Delgra M.
Bibliography of Research in Instructional Media.
Educational Technology Publications, Englewood Cliffs, N.J.
Pub Date 74
Note—441p.; The Educational Technology Bibliography Series Volume 2
Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 ($12.95)
Document Not Available from EDRS.
Descriptors—*Bibliographies, Computer Assisted Instruction, Educational Radio, Educational Television, Films, Individualized Instruction, *Instructional Media, Instructional Technology, Mass Media, *Media Research, Multimedia Instruction, Programed Instruction, Simulation, Systems Approach
This bibliography provides a classified arrangement of a representative cross-section of the literature in the area of research in instructional media. Nearly 3,500 references are included in such fields as computer-assisted instruction, films, individualized instruction, instructional technology, management of information, mass media, media centers, and utilization of media for learning. The effort reflects the multidisciplinary nature of the research in the area of media from 1915 to December 1973. Some unpublished reports are included. (WCM)

ED 095 932 IR 001 124
User's Guide to OASIS, Oceanic and Atmospheric Scientific Information System. Key to Oceanic and Atmospheric Information Sources No. 1.
National Oceanic and Atmospheric Administration (DOC), Washington, D.C. Environmental Data Service.
Pub Date May 74
Note—67p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—Abstracts, Bibliographic Citations, Computer Oriented Programs, *Data Bases, *Environmental Research, Geology, Guides, Information Retrieval, *Information Systems, Manuals, Marine Biology, Natural Resources, *Oceanology
Identifiers—National Oceanic and Atmospheric Administration, OASIS, *Oceanic Atmospheric Scientific Information System
OASIS (Oceanic and Atmospheric Scientific Information System) is an information retrieval service that furnishes ready reference to the technical literature and research efforts concerning the environmental sciences and marine and coastal resources. It provides computerized searches of both NOAA (National Oceanic and Atmospheric Administration) and non-NOAA multidiscipline publication reference files, and it gives the user access to major atmospheric, marine, and solid earth bibliographic information files not available anywhere else in computer-searchable form. OASIS provides the user with bibliographic references, abstracts, and indexing terms. An outline of all services available from OASIS and detailed instructions for requesting these services are included in this manual. (Author/WCM)

ED 095 933 IR 001 140
Progress Report-Cataloging in Publication. July 1973 to June 1974. Report No. 5.
Library of Congress, Washington, D.C. Processing Dept.
Report No—LC-CIP-5
Pub Date Jul 74
Note—18p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Bibliographies, *Cataloging, International Programs, National Programs, Publications, *Publishing Industry, Statistical Data
Identifiers—*Cataloging in Publication, CIP, Library of Congress
The Library of Congress Cataloging in Publication (CIP) program is designed to provide professional cataloging data to publishers for printing in their books. From July 1973 to July 1974 the program has grown to include over 640 publishers. CIP is also being carried out by the National Library of Medicine and several major libraries in other countries. This progress report includes 40 numbered items of information on the CIP program, a list of participating publishers, and a bibliography of some 90 items. (PF)

JC

ED 095 934 JC 740 304
Staff Association Handbook, 1974-75.
Montgomery Coll. Staff Association, Takoma Park, Md.
Pub Date [74]
Note—97p.
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—*Administrative Policy, *College Administration, *Junior Colleges, Manuals, *Nonprofessional Personnel, Post Secondary Education, *School Personnel, School Policy
Identifiers—Maryland, *Montgomery College
This handbook provides a list of Staff Senate and Committee members of the Staff Association of Montgomery College, a copy of the bylaws of the association, and sections of the college's "Policies and Procedures Manual" that affect staff employees. These sections of the manual pertain to: Administrative and Staff Communication; Affirmative Action and Non-discrimination; Conflict of Interest; Definition of Terms; Director of Personnel; Educational Assistance Program; Employment Procedures; Establishment and Abolishment of Positions; Evaluation; Examination, Ratings, and Eligible Lists; Grievances; Group Health and Life Insurance Plan; Health; Honors and Awards; Leave; Pay Plan; Personnel Actions; Physical Examinations; Position Classification Plan; Pre-employment Physical Examination; Probation and Permanent Status; Publications of the Faculty, Administrators, and Staff; Retirement Benefits; Staff Association; Staff Council, Takoma Park Campus; Staff Personnel Policies; Staff Personnel Records; Staff Review Board; Tax-Sheltered Annuities; Travel; Tuition Waiver Plan; Wearing of Uniforms; and Workmen's Compensation. (DB)

ED 095 935 JC 740 305
Cooney, David T.
The Foreign Student Program in Florida Public Community Colleges.
Pub Date Feb 74
Note—52p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*Administrative Policy, Attitudes, *College Programs, *Community Colleges, Data Analysis, *Foreign Students, Post Secondary Education, *Program Evaluation, Questionnaires, Student Characteristics, Technical Reports
Identifiers—*Florida
The purposes of this study were to: (1) determine the essential elements of foreign student programs as they now exist in Florida community colleges; (2) identify and compare the essential elements of an effective foreign student program as perceived by community college presidents, members of boards of trustees, and foreign student advisors; (3) compare these essential elements as they now exist with the essential elements of an effective foreign student program; and (4) develop, from an analysis of the research findings, recommendations for a foreign student program which will better serve the needs and objectives of the Florida community college system. Two questionnaires were designed for use in the study: a checklist to describe the current involvement of community colleges in a foreign-student program; and an additional questionnaire using a Likert-type scale to identify the perceptions of the respondents. Five categories, including general policies and procedures, admissions, services, instruction, and cultural impact were studied. Data were collected from the 28 public community colleges in Florida during the spring term of 1973. The results of the study showed that although foreign students may not be actively encouraged to attend all of the Florida community colleges, there appears to be some agreement between attitudes and actual practices. Twenty of the colleges make reference in their catalogs to foreign students. Conclusions and recommendations are provided. The checklist of policies and procedures, the attitude questionnaire, and census information relating to foreign students are given in appendixes. (Author/DB)

ED 095 936 JC 740 306
Gold, Ben K.
Academic Performance of L.A.C.C. Transfers Entering the University of California During the Academic Year 1972-73. Research Study No. 74-6.
Los Angeles City Coll., Calif.
Report No—RS-74-6
Pub Date Aug 74
Note—14p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Academic Achievement, College Students, *Community Colleges, Comparative Analysis, *Followup Studies, Grade Point Average, Higher Education, *Institutional Research, Post Secondary Education, Student Characteristics, Technical Reports, *Transfer Students, *Universities
Identifiers—*Los Angeles City College
The performance of Los Angeles City College (L.A.C.C.) students who transfered to the University of California during the 1972-1973 academic year was studied and compared with past performance data. The study data were obtained from a report of the performance of new L.A.C.C. transfer students by the University of California and previous L.A.C.C. research studies. The findings of the study are presented in tables and figures. These findings show that: (1) 182 students (11 percent more than the previous year) transferred to the University of California from L.A.C.C.; (2) average GPA of the students at the University was over one-tenth of a grade point below that of the previous year transfers, but was higher than any other group prior to 1969; (3) 87 percent of the transfers attended UCLA, while the remainder attended six other branches of the university; (4) 53 percent of the transfers were male; (5) of those attending UCLA, 80 percent chose a major in the College of Letters and Science, 15 percent chose fine arts, and 5 percent chose engineering; those in fine arts earned the highest GPA; (6) 57 percent of the grades earned at UCLA were A's and B's, with only 8 percent being D's and F's; the highest grades earned were in foreign language and fine arts, whereas the lowest were in economics and physical sciences; and (7) the largest enrollments were in history, art, English, and psychology. (DB)

ED 095 937 JC 740 307
Lightfield, E. Timothy
They Do Come Back! Student Attrition at the Community College.
Mercer County Community Coll., Trenton, N.J.
Pub Date Aug 74
Note—15p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—College Students, *Community Colleges, *Dropout Research, *Enrollment Trends, *Information Systems, *Institutional Research, Post Secondary Education, Technical Reports
Identifiers—*Mercer County Community College, New Jersey
To understand student attrition, Mercer County Community College has developed a complementary information system based on: (1) a computerized tracking system following enrollment patterns by semester of entering class; (2) surveys of the nonreturning student populations each semester; and (3) retrieval of demographic and biographic characteristics of the nonreturning students from the computer files. Findings from this information system indicate that a significant proportion of the nonreturning student statistic has been due to intermittent enrollment, change in personal plans, and completion of personal objectives, rather than due to failure of the student or college. Such revised understandings of attrition have consequences in terms of measuring accountability, predicting nonreturn, defining the community college dropout, and developing action programs and services to meet student attrition. (Author)

ED 095 938 JC 740 308
Proceedings of the Philosophy Colloquia, Winter/Spring 1974; Council for Philosophic Studies.
Skagit Valley Coll., Mount Vernon, Wash.
Spons Agency—Council for Philosophic Studies.
Pub Date [74]
Note—17p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Administrator Education, Catholic Schools, *College Curriculum, *Community Colleges, *Conference Reports, *Philosophy, Post Secondary Education, Symposia, Transfer Students, Womens Education
Identifiers—*Skagit Valley College, Washington
Summaries are provided of three colloquiums conducted at Skagit Valley College in February, March, and May 1974. A paper on "The Role of Philosophy at a Community College," by Valeria A. Simmons is also included. The colloquiums addressed the following topics: Coping with Certain Transfer Problems of Philosophy Majors from Public Community Colleges to Senior Catholic Institutions; Philosophy, Women, and Community Colleges; and Philosophically Trained Public Administrators. In the first colloquium, the problems discussed concerned students who aspire to clerical or ordinal vocations, and who begin their education in public community colleges and subsequently transfer to Catholic senior institutions. The second colloqium addressed the scope and role of philosophy in our society and the difficulties but importance of women being involved in philosophy. The use of philosophic techniques in the conduct of public affairs was the concern of the third colloqium. (DB)

ED 095 939 JC 740 309
Platt, Chester C.
Institutional Research in Community Colleges: A National Survey.
De Anza Coll., Cupertino, Calif.
Pub Date 74
Note—7p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Community Colleges, *Institutional Research, *Junior Colleges, *National Surveys, Post Secondary Education, *State of the Art Reviews, Technical Reports
Identifiers—*Educational Resources Information Center, ERIC
To determine whether changes in the type of research conducted by community colleges had

taken place since 1968 and to ascertain the current research interests of these colleges, a national survey of community colleges was conducted. Questionnaires were sent to 1,150 public and private community and junior colleges, of which 40 percent responded. Nearly 90 percent of the responding colleges were public institutions. Sixty-three percent reported some type of institutional research, with 51 percent having formally organized research programs. Of the colleges reporting, 47 percent indicated institutional research budget increases. As compared with findings reported in an ERIC monograph, "Junior College Institutional Research: The State of the Art," published in 1968, the research categories popularity had changed in some instances. The category "Students" remained the most popular research interest; however, "Curricula and Programs" dropped from second place in the 1968 study to fifth place in the current study, with "Instruction" being the least popular category in both studies. In terms of research preference, there was little difference between past research activities and current projects, the most popular areas of research continuing to be students, student services, and institutional operations. Sixty-one percent of the colleges sometime involve their institutional research officers in important decisions, and 97 percent would like to exchange research ideas and methodologies. (DB)

ED 095 940 JC 740 310
Follow-up Survey of High School Graduates in Harper District 1971 and 1972. Research Report Series, Vol. 4, No. 8.
William Rainey Harper Coll., Palatine, Ill.
Pub Date 6 Dec 72
Note—7p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*College Choice, *Community Colleges, Enrollment Trends, *Followup Studies, *High School Graduates, Institutional Research, Post Secondary Education, Questionnaires, *Student Enrollment, Student Reaction, Surveys, Tables (Data), Technical Reports
Identifiers—Illinois, *William Rainey Harper College
To determine the reasons for the declining enrollment of high school seniors at William Rainey Harper College, a survey was made of a random sample of 501 high school graduates, equally split between 1971 and 1972 graduates. Telephone calls elicited information on 447 students. The data collected showed that while lower percentages of the high school graduates were coming to Harper, higher percentages were enrolled in four-year colleges and proprietary schools. Higher percentages were also employed full-time. The data are provided in tables. An appendix is the survey instrument. (DB)

ED 095 941 JC 740 311
Longitudinal Study and Grade Performance of Students Entering Harper College--Years 1967-1972. Vol. 5, No. 8.
William Rainey Harper Coll., Palatine, Ill.
Pub Date 4 Apr 74
Note—5p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*College Students, *Community Colleges, *Dropout Rate, *Grade Point Average, Institutional Research, *Longitudinal Studies, Post Secondary Education, Tables (Data), Technical Reports
Identifiers—Illinois, *William Rainey Harper College
In a longitudinal study of student performance at Harper College, a sample of full-time and part-time students who enrolled at the college in the fall semesters during the years 1967 through 1972 was studied. The results of the study showed that in 1969 and 1970 more students were leaving before they accumulated 15 hours credit, and fewer were completing the college's programs. The trend was reversed in the later years, with students persisting at higher levels. The average GPA of the students was higher in the last three years than in any of the previous three years. The factor affecting GPA most was age, with students 21 and over earning half a grade point higher average than those students under 21 years of age. In addition, students enrolled in career courses earned about one-fifth of a grade point higher than did those in baccalaureate-oriented courses. The details of the study are provided in three tables. (Author/DB)

ED 095 942 JC 740 312
Technical College Enrollments '72. Detailed Report of Nebraska Higher Education Enrollment Statistics, Fall Term 1972.
Nebraska Higher Education Facilities Commission, Lincoln.
Spons Agency—Bureau of Higher Education (D-HEW/OE), Washington, D.C. Div. of Academic Facilities.
Pub Date [72]
Note—24p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Community Colleges, *Enrollment Rate, Post Secondary Education, State Surveys, Statistical Data, Tables (Data), *Technical Education, Technical Reports, *Vocational Education
Identifiers—Higher Education Act, *Nebraska
Enrollment data for technical colleges in Nebraska for the year 1972 are provided. Following a summary that discusses the technical college system, total enrollment, enrollment by academic level, freshmen enrollment, and solutions in reporting, 12 exhibits provide the detailed data. These exhibits are: Nebraska Technical Community Colleges, Operating Fall Term 1972; Head Count Enrollment by Academic Level, Fall 1971, 1972; Nebraska Freshman Entrances to Vocational-Technical Colleges by County, Fall 1972; Demographic Representation of Nebraska Freshman Enrollment, Fall 1972--Central Nebraska Technical Community College, Lincoln Nebraska Technical Community College, Mid-Plains Nebraska Technical Community College, Nebraska Technical Community College (Milford), Northeast Nebraska Technical Community College, Omaha Nebraska Technical Community College, Western Nebraska Technical Community College; Non-Nebraska Freshman Entrances to Vocational-Technical Colleges by State, Fall 1972; and Demographic Representation of Non-Nebraska Freshman Enrollment, Fall 1972. (DB)

ED 095 943 JC 740 313
Survey of Athletic Needs Among Harper Community and Students. Research Report Series. Vol. 4, No. 15.
William Rainey Harper Coll., Palatine, Ill.
Pub Date 29 May 73
Note—16p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Athletic Programs, *Community Attitudes, *Community Colleges, Institutional Research, *Physical Education, Post Secondary Education, Questionnaires, *Student Attitudes, Surveys, Tables (Data), Technical Reports
Identifiers—Illinois, *William Rainey Harper College
To obtain data about the Harper College students' and community's attitudes toward athletic programs at the college, a survey was conducted of 200 full-time and 200 part-time students and 200 randomly selected households within the school district. The return rate for the survey questionnaire was 57 percent for full-time students, 49 percent for part-time students, and 37 percent for the households. Results of the survey, which are tabulated, showed that: (1) 61 percent of the students and 41 percent of the households favored an expanded athletic program; as related to physical education, 77 percent of students and 62 percent of households favored expansion; (2) athletic programs that would be popular additions were swimming, diving, skiing, rifle, gymnastics, and hockey; (3) the largest barrier to increasing both participant and spectator interest in athletics was the lack of facilities; (4) 50 percent of the community indicated they would be willing to pay $5.00/year or more to expand the program, and 51 percent of the students would support a $1.00 increase in the activity fee to enable program expansion; and (5) 85 percent of the community and students favored the building of a new athletic facility. An appendix presents a description of the various sports programs at Harper College and a copy of the community survey form. (DB)

ED 095 944 JC 740 315
Educational Plans of Montana High School Seniors. Staff Report No. 6.
Montana Commission on Post-Secondary Education, Helena.
Pub Date May 74
Note—67p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—College Choice, *Educational Interest, Higher Education, *High School Students, Occupational Choice, Post Secondary Education, Questionnaires, *School Surveys, *Student Characteristics, *Student Interests, Tables (Data), Technical Reports, Vocational Education
Identifiers—*Montana
A survey was conducted of 473 seniors in 33 secondary schools in Montana to determine how many were planning to continue their education beyond high school. The survey instrument used, a 131-item questionnaire, was a refined version of one developed by the American College Testing Program. Results of the survey, which are provided in 39 tables, showed 19 percent did not plan additional education after graduation. Of the other students, 23 percent were planning to attend a vocational school, and 77 percent planned to attend a college or university. Of those who planned to attend school, 36 percent indicated they would attend 2 years or less and 64 percent indicated they would attend 4 or more years. Appendixes present the Sample Frame Procedure, Letters and Instructions to Principals, the Questionnaire for High School Seniors, Letters to Parents, and a List of High Schools Surveyed. (DB)

ED 095 945 JC 740 316
Relations Between Post-Secondary Education and Secondary Education. Technical Group Report No. 9.
Montana Commission on Post-Secondary Education, Helena.
Pub Date May 74
Note—53p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Administrator Attitudes, *College School Cooperation, College Students, Counselor Attitudes, High School Students, *Post Secondary Education, Questionnaires, *School Surveys, *Secondary Education, Student Attitudes, Technical Education, Technical Reports, *Vocational Education
Identifiers—*Montana
Data obtained in a survey made to determine some of the problems in the relationship between high schools and post-secondary institutions and to identify some ways of improving cooperation are presented. Participating in the survey were high school principals, college and university presidents, vocational/technical center directors, proprietary school presidents and directors, and high school counselors, as well as high school and college students. In part 1 of the report, the populations sampled and the percentage of questionnaire responses for each population are reported. The second part summarizes the data collected from the questionnaires sent to high schools, colleges and universities, vocational/technical centers, and proprietary schools. The responses of high school counselors, high school seniors, and college students are summarized in the third part. Conclusions and recommendations are given. The questionnaires with responses, a list of the proprietary schools, and a graphic display of the percent of time spent by counselors on educational, vocational, and personal counseling as compared with the percent of time they would like to spend are provided in the appendixes to the report. (DB)

ED 095 946 JC 740 317
Relations Among Post-Secondary Units. Technical Group Report No. 10.
Montana Commission on Post-Secondary Education, Helena.
Pub Date May 74
Note—31p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Colleges, Community Colleges, Consortia, Data Collection, *Higher Education, *Interinstitutional Cooperation, *Post Secondary Education, Questionnaires, *School Surveys, Shared Facilities, Teacher Exchange Programs, Technical Institutes, Technical Reports, *Vocational Schools
Identifiers—*Montana
A questionnaire survey was conducted to determine the amounts and types of interinstitutional cooperation, including the number of persons participating, that existed in Montana postsecondary education. The cooperative activities in-

cluded consortia of educational institutions, faculty exchange, provisions for student exchanges and/or concurrent enrollment, articulation and transfer agreements, facilities sharing, other cooperative agreements, and joint degrees. In addition, the potential for such arrangements for improving economic and educational effectiveness was assessed. Results of the survey included the following findings: (1) three community colleges, the three private colleges, and the six units of the Montana University System participate in consortia; the five vocational/technical centers frequently act as an informal consortia; (2) all of the institutions participate in various forms of facilities--sharing with state, local, and private agencies; (3) student transfer is probably the major point of contact between and among universities, colleges, community colleges, and vocational/technical centers; (4) there is little formal faculty exchange and sharing; (5) there are nine formal cross-registration and student exchange agreements. It is recommended that state-funds support of continuing education problems be studied, the concept of faculty sharing be expanded, exploration of avenues of cooperation be continued, and the problems of student articulation and transfer be undertaken on a formal or an ad hoc basis. (There are five appendixes to the report.) (DB)

ED 095 947 JC 740 318

Montana Post-Secondary Education: Issues and Questions. Staff Report No. 2.

Montana Commission on Post-Secondary Education, Helena.

Pub Date Sep 73

Note—36p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*Educational Alternatives, Educational Finance, Educational Needs, *Educational Objectives, Governance, *Post Secondary Education, *Program Planning, Questionnaires, *State Surveys, Technical Reports

Identifiers—*Montana

The views of 30 members of the Montana Commission on Post-Secondary Education and of a large sector of the Montana population as to the most important "issues and questions facing Montana postsecondary education" were solicited. The replies were categorized into the following subject areas: Goals, objectives and Priorities; Governance, Coordination and Planning; Program and Structure; Private Post-Secondary Education; Financing; Alternative Forms of Post-Secondary Education; Education Opportunities; and Miscellaneous. Under each category heading are listed the numerous questions that were raised. Attachments to the report are: Questionnaire to Commission Members, General Letter, and a Summary of Mailing List. (DB)

ED 095 948 JC 740 319

Student Enrollments. Technical Group Report No. 11.

Montana Commission on Post-Secondary Education, Helena.

Pub Date May 74

Note—49p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Admission Criteria, Colleges, Community Colleges, *Enrollment Projections, *Enrollment Trends, Higher Education, *Post Secondary Education, Questionnaires, School Holding Power, *State Surveys, *Student Enrollment, Tables (Data), Technical Institutes, Technical Reports, Transfer Policy, Vocational Schools

Identifiers—*Montana

The results are presented of a study made to: (1) describe methods of projecting statewide and institutional enrollments in Montana and determine the accuracy of projections over the preceding 5 years; (2) prepare projections for the state and its postsecondary institutions through the year 2000; (3) review and describe standards and practices of admission, standards of retention, procedures and standards of transfer, and to recommend desirable changes; and (4) provide data on student persistence, dropouts, and length of time for completion of degree and certificate programs. Numerous tables provide the project data, and recommendations are made. Appendixes to the report are: How to Project Enrollment--Six University System Units; How to Project Enrollment--Three Private Colleges; and Questionnaire. (DB)

ED 095 949 JC 740 320

Accountability. Technical Group Report No. 1.

Montana Commission on Post-Secondary Education, Helena.

Pub Date May 74

Note—66p.

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—*Accountability, *Cost Effectiveness, *Educational Accountability, Educational Objectives, *Evaluation Methods, *Post Secondary Education, Technical Reports

Identifiers—*Montana

The results of a study carried out to devise alternative systems of accountability for postsecondary education and its components, as well as to devise criteria and methods of evaluation to determine effectiveness and progress in meeting goals, are reported. The body of the report is a summary of subcommittee reports on the following: Accountability of Post-Secondary Education to the Public and Its Representatives; Accountability of Post-Secondary Education to the Student; Accountability of Individual Faculty, Student and Staff to the Institution; and Accountability of the Public and Its Representatives to the Institution. Appendixes provide an Accountability Chart, the Membership of Accountability Subcommittees; and Interim Reports of the Subcommittees. (DB)

ED 095 950 JC 740 321

Montana Proprietary Schools. Staff Report No. 9.

Montana Commission on Post-Secondary Education, Helena.

Pub Date Jun 74

Note—96p.

EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE

Descriptors—Data Collection, Educational Legislation, Federal State Relationship, *Post Secondary Education, *Professional Education, *Proprietary Schools, School Statistics, *State Agencies, State Legislation, Technical Reports, *Vocational Education

Identifiers—*Montana

The current status of proprietary school education in Montana and the relationship between state-federal agencies and proprietary schools were studied. Data and information were collected via questionnaires, meetings, personal interviews, personal observations, and input from concerned individuals. Section 2 of the report shows the present status, nature, and costs of proprietary occupational and professional education in the Montana private schools; discusses the public value of private schools in Montana; and provides an overview of the schools studied. In section 3, an analysis is presented of four state departments' roles in proprietary education. The state agencies are: Department of Business Regulation; Department of Professional and Occupational Lecensing; Department of Fish and Game; and Department of Intergovernmental Relations, Board of Aeronautics. Section 4, is a brief summary and a list of references. The seven appendixes to the report are: Description of Proprietary Schools; Requests and Responses for Information; List of Proprietary Schools; Accreditation Organizations; Student and Consumer Protection Agencies; Senate Resolution 30; and House Bill 749. (DB)

ED 095 951 JC 740 322

Bloesser, Bob And Others

Foothill College Faculty Senate Professional Development Program.

Foothill Coll., Los Altos Hills, Calif.

Pub Date Jun 74

Note—10p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*College Faculty, Credit Courses, *Faculty Promotion, *Junior Colleges, Noncredit Courses, Post Secondary Education, *Professional Continuing Education, Program Descriptions, *Teacher Improvement

Identifiers—California, *Foothill College

A program at Foothill College that may contribute to the faculty member's professional development and salary improvement is described. Examples of typical activities in the program are: traditional upper division and graduate courses; courses taken at Foothill College; noncourse professional activities (independent study or individual project, participation in and/or attendance at conferences or workshops, travel for study, publication of a major article, publication of an original workbook, publication of a textbook, production of nonprint instructional media, speaking engagements, and credit for courses taken at foreign universities); related work experience; and traveling seminars. A copy of the Request for Credit for Related Work Experience form and the Request for credit for professional Development Activities form is provided. (DB)

ED 095 952 JC 740 323

Brownlee, Roland H.

A Selected Bibliography of References to Cooperative Education in Two-Year and Four-Year Colleges and Universities.

Pub Date Jul 74

Note—20p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, *Bibliographies, Business Education, *Colleges, *Cooperative Education, Higher Education, *Junior Colleges, Liberal Arts, Post Secondary Education

Identifiers—Handbook of Cooperative Education, Sandwich Courses

Designed primarily to serve professionals who are interested or involved in the field of college-level cooperative education, this bibliography, with brief annotations for some entries, emphasizes college programs in both 2- and 4-year schools. Stress has been given to business and liberal arts programs. Cooperative education vocational and technical schools has not been covered. The bibliography cites books, journal articles, articles from the "Handbook of Cooperative Education," articles from other sources, and "Sandwich Courses" and their development in higher education. (DB)

ED 095 953 JC 740 324

Pitman, John C. And Others

Institutional Support Package for Comprehensive Planning and Staff Training for Community College Personnel (State and Local Level) for the State of North Carolina.

National Lab. for Higher Education, Durham, N.C.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 15 Jun 71

Note—121p.

EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE

Descriptors—Administrative Personnel, *Change Agents, *Community Colleges, Disadvantaged Youth, Guides, Individualized Instruction, *Instructional Improvement, Instructional Materials, *Junior Colleges, Post Secondary Education, Student Characteristics, Student Needs, *Systems Approach

Identifiers—*Educational Improvement System, North Carolina

This document is comprised of reference information to aid Educational Development Teams in developing programs for nontraditional students in the Junior College Educational Improvement System Program. Following a discussion of Educational Change Through a Change Team, a brochure titled "The EDO: New Man on the Junior College Campus" analyzes the Educational Development Officer's (EDO) role in the junior and community college. The support package contains discussions of the following topics: Characteristics of the Disadvantaged Student; Description of the Needs of the Disadvantaged Students; Present Resources Available; Student Personnel Services (description of programs); instructional Assistance (summary of books available on self-instruction, and listing of college instructors developing individualized materials by content areas); Summary of Present Programs and Policies in Participating Schools (taken from base-line data information sent to schools in April 1971); Projected Models (Summary of final EDT plans); and Other Information (Dr. Oscar Mink's articles). (DB)

ED 095 954 JC 740 325

Abbott, Angelo V.

Model Book for the Cooperative Education Program at Santa Fe [Florida] Community College.

Santa Fe Community Coll., Gainesville, Fla.

Note—146p.

EDRS Price MF-$0.75 HC-$6.60 PLUS POSTAGE

Descriptors—*Admission Criteria, Adult Education, College Curriculum, *Community Colleges, *Cooperative Education, Guides, Job Skills, Post Secondary Education, Program Development, Questionnaires, School Community Programs, School Industry Relationship, Seminars, *Vocational Education, *Work Study Programs
Identifiers—Florida, *Santa Fe Community College
This Model Book contains information for developing a Cooperative Education Program at Santa Fe Community College (Florida). The sections of the book are as follows: Foreword; Background Information; Introduction; Administrative Structure; What Is the Cooperative Education Program; Standards Governing Program Approval; How to Apply for the Cooperative Education Program; Advantages to the Community; Opportunities Open to Cooperative Education Students; What Hours Do Student Work?; Cooperative Education vs. Work Experience; Alternating Approaches for the Cooperative Education Program; Variance of Activities by Selected Groupings in the Cooperative Education Program; Flow Charts; Surveys; Visitations; Advisory Committee; Director's Duties and Responsibilities; Criteria for Selection of Students into the Cooperative Education Program; School/Work Patterns; Information for Employers; Establishing Training Stations; Types of Employers and Types of Jobs; Admission Requirements; Course Description Seminar; Course Syllabus Seminar; Course Description Work Assignment; Course Syllabus Work Assignment; Job Manual; and Materials and Forms for the Cooperative Education Program. Other subjects discussed concern program objectives; distinctive features of the program; special services for the student; advantages to the student, employer, and college; length of program; evaluation; and the cooperative education major. (DB)

ED 095 955 JC 740 326
Cohen, Martin J.
World Game Study in the Community College. ERIC Clearinghouse for Junior Colleges Topical Paper No. 44.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—Topical-Pap-44
Pub Date Sep 74
Note—31p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*College Curriculum, *Community Colleges, Concept Teaching, *Course Descriptions, *Experimental Curriculum, Post Secondary Education, Student Research, Teaching Techniques, Technical Reports, *World Problems
Identifiers—*World Game
During 1973-74, the World Game was studied as an experiment on a community college campus. World Game is a means of engaging humanity's best intelligence on the situations and problems arising from living on Earth, and it is a means of ensuring that the intelligence and energy of wide ranges of people are engaged in the work. The experiment was conducted as a single course, rather than a full program of study, during each of three quarters of the school year. Results of the experiement showed that although there was only one instructor and about 60 students enrolled, the wide range of activities explored offered an opportunity to assess college and community reaction to the World Game studies. As an experiement to determine what kinds of preparation students need in order to succeed in World Game activities, the program was extremely valuable. It was shown that a self-selected sample of community college students can learn the essentials of the basic concepts and then apply some of the methods of World Game to the study of their community and society. An appendix provides a Student Project Report for the fall and winter quarters of the course. (DB)

ED 095 956 JC 740 327
Master Plan and Inventory of Programs for the California Community Colleges. Revised Spring 1974.
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date 74
Note—300p.
EDRS Price MF-$0.75 HC-$13.80 PLUS POSTAGE
Descriptors—Academic Education, *College Programs, *Community Colleges, Guides, *Master Plans, Post Secondary Education, *Program Guides, Vocational Education
Identifiers—*Caliornia
Current and projected programs in California Community Colleges are provided in this master plan and inventory of programs. The programs are in the following subject areas: Agriculture and Natural Resources; Architecture and Environmental Design; Regional Studies; Biological Sciences; Business and Management; Communications; Computer and Information Science; Education; Engineering and Related Fields; Fine and Applied Arts; Foreign Language; Health Services; Home Economics; Law; Letters; Library Science; Mathematics; Military Studies; Physical Sciences; Psychology; Public Affairs and Services; Social Sciences; Commercial Services; Interdisciplinary Studies; and Apprenticeship. (DB)

ED 095 957 JC 740 328
Faculty Salary Survey. California Community Colleges. 1973-74.
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date Dec 73
Note—190p.
EDRS Price MF-$0.75 HC-$9.00 PLUS POSTAGE
Descriptors—Administrative Personnel, *College Faculty, *Community Colleges, *Fringe Benefits, Post Secondary Education, Statistical Data, Surveys, Tables (Data), *Teacher Salaries
Identifiers—*California
Data collected in a 1973-74 survey of faculty salaries and fringe benefits for California Community Colleges are provided in three schedules: (1) full-time faculty salary schedule, (2) distribution of salaries for full-time faculty, and (3) fringe benefits for full-time faculty and administrative personnel. The salary schedule for full-time faculty includes the number of individuals at each step of each class. Minimum standards for each salary class are described by the degrees, credentials, and additional units required, and bonuses for extra achievements are listed. The second schedule is a frequency distribution of salaries paid within specific dollar intervals, categorized for men and women in four employment categories: teachers, counselors, librarians, and other certified faculty. The final schedule describes fringe benefits estimated by each district to be paid full-time faculty and administrative personnel during the current academic year. Fringe benefits are defined as cash contributions in the form of supplementary or deferred compensation other than salary. Definitions and other instructions used by districts to complete the salary questionnaire are contained in the appendix. (Author/DB)

ED 095 958 JC 740 329
Willett, Lynn H.
A Model for Assessing Impact of Institutional Studies.
Pub Date Jul 74
Note—11p.; Paper presented at the Annual Meeting of North-Central States AERA/SIG for Community/Junior College Research (Iowa City, Iowa, July 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Case Studies (Education), Community Colleges, Data Analysis, *Educational Research, *Evaluation Methods, *Institutional Research, Junior Colleges, *Models, Post Secondary Education, Research Methodology, *Research Utilization, Speeches
Identifiers—Research Impact Gram
A three-dimensional model was developed to assist researchers in conceptualizing the research-study-impact process. Drawing on communication and decision making literature, the model relates time, action, and audience dimensions. The results of these relationships is labeled "institutional study impact." Impact is viewed as the outcomes from a variety of audiences producing various actions over a longitudinal time period. A longitudinal case-study approach is the general research metodology used to implement the model. A variety of criterion measures and data collection instruments are used to insure an exhaustive and reliable assessment of the research-impact process. To provide a comprehensive analysis mechanism, a Research Impact Gram (RIG), adapted from the sociologists' sociogram, which incorporates the time, audience, and action dimensions, is used. Other quantitative measures can focus on comparing attitudinal changes over time by audience type, and communication networks can be constructed as an aid in determining dissemination time estimates and communication links. Qualitative analysis can focus on the written and verbal feedback on the report's content, format, and significance. Decision making reactions can be categorized and labeled. Data analysis limitations inherent in the model are that measures become more unobtrusive as the audience goes from primary to tertiary; data become less reliable as the time dimension lengthens; and action becomes more difficult to assess when the behavior is either nonresponsive or rejecting. (DB)

ED 095 959 JC 740 331
Chick, Robert J.
Institutional Research Office Development in Eight Community Colleges.
Pub Date Jun 74
Note—14p.; Paper presented at Annual Meeting of North-Central States AERA/SIG for Community-Junior College Research (Iowa City, Iowa, July 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Administrative Personnel, *Community Colleges, *Institutional Research, Post Secondary Education, Questionnaires, *Research Criteria, *Research Directors, *School Surveys, Speeches
To determine how selected community colleges with institutional research offices have organized the office to implement institutional research, incorporated the office into the institutional structure, assigned responsibility for institutional research, determined priorities for research projects, and assessed the value of outcomes of research projects, eight community colleges were visited. Data were gathered by use of a questionnaire and guideline questions, as well as by supplementary information and materials furnished by the interviewees. Interviews were held with the person responsible for research in each college, as well as with other people in the colleges. Analysis of the data showed that: (1) the institutional research office of each college was organized as an administrative unit; (2) the person responsible for research is at the director or coordinator level in the administrative structure; (3) the research office usually employs at least one professional person and one secretarial or clerical person, and there is a tendency to employ one or more technical or paraprofessional persons; (4) decisions to institute a research unit are made unilaterally at the presidential or president's cabinet level; (5) research project priorities are generally decided at the administrative level; (6) evaluation of the research project output has not been formalized; (7) research directors felt that too much research time was being diverted to nonresearch projects; (8) there was need for research designed to assist in the development of new instruction methods and to assess the outcomes of instructional methodology; and (9) the release of data to the public through one office enhanced the image of the college with the public. (DB)

ED 095 960 JC 740 332
Myles, Leslie, Ed. MacClure, Thomas W., Ed.
An Annotated Bibliography on Establishing an Office of Institutional Research.
Pub Date 74
Note—21p.; SIG Project Summary prepared for the Annual Meeting of North-Central States AERA/SIG for Community-Junior College Research (Iowa City, Iowa, July 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Annotated Bibliographies, *Community Colleges, *Institutional Research, *Junior Colleges, *Literature Reviews, Post Secondary Education, Research Needs
This annotated bibliography is organized into five sections that correspond to the following questions: What factors cause a need for institutional research? What are or should be the objectives of institutional research? What is or should be the typical subject matter of institutional research? What is or should be the impact of institutional research? and How should the office of institutional research be organized to meet its objectives? There are a total of 68 citations. (DB)

ED 095 961 JC 740 333
Learning Preferences of Community College Students and Potential Students. Research Brief.
Moraine Valley Community Coll., Palos Hills, Ill.
Pub Date May 74
Note—6p.; Paper presented at the Annual Meeting of North-Central States AERA/SIG for Community-Junior College Research (Iowa City, Iowa, July 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Adult Students, College Students, *Community Attitudes, *Community Colleges, High School Students, *Institutional Research, *Learning Motivation, Post Secondary Education, Questionnaires, Speeches, *Student Attitudes
Identifiers—*Moraine Valley Community College
Six student and four potential student populations were sampled to determine what, how, when, and where suburban community college students and potential students would like to learn, and to relate learning preferences to sex, age, education, occupation, and the 10 groups surveyed. A total of 952 community college student responses were obtained, and 2,640 responses were given by potential students. For comparison with respondents, a telephone survey of a random sample of nonresponding residents was conducted. Data were analyzed separately for each sample group and collectively for all respondents. Results of the study included the following: (1) potential students preferred these learning goals: developing or improving job skills, transferring to a senior college, personal enjoyment or satisfaction, and improving self-understanding; (2) about three-fourths of the students and potential students were interested in learning by attending scheduled classes; two-thirds of the respondents also expressed interest in nontraditional approaches to learning; and a majority of both student groups were willing to meet general education requirements by a "courseless" approach; (3) both groups of students preferred to learn at their own convenience; and (4) three-fourths of the respondents preferred to learn on the college campus, but almost half expressed interest in learning at home or in local public-school buildings. General institutional recommendations are made. (DB)

ED 095 962 JC 740 334
Hazard, Francis E. Danner, Charles H.
Predicting Student Achievement in Two-Year Engineering Technology Programs.
Pub Date Jul 74
Note—27p.; Paper presented at the Annual Meeting of North-Central States AERA/SIG for Community-Junior College Research (Iowa City, Iowa, July 1974)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Academic Achievement, Correlation, *Engineering Technology, *Grade Prediction, *Junior Colleges, Multiple Regression Analysis, Post Secondary Education, *Predictive Validity, Predictor Variables, Probability, Speeches
Identifiers—*Kent State University Tuscarawas Campus
A need existed to develop a graphic procedure to predict student success in 2-year engineering technology programs, based on ACT scores and high school grades. The study stemmed from the need to help students identify their chances of success, to help students clarify their goals, and to indicate needed institutional responses. Regression analysis determined how well college achievement correlated with a composite of high school grades and ACT scores. Records of 48 students from September 1970 through June 1973 provided the data. The analysis resulted in a coefficient of correlation of r = .85 to provide a fairly high predictive measure. The paper illustrates a reliable means of objectively predicting student success based on ACT scores and high school grades. (Author)

ED 095 963 JC 740 335
Annual Report, Community College of Vermont. Year Ended June 30, 1973.
Vermont Community Colleges, Montpelier.
Pub Date 1 Sep 73
Note—39p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Annual Reports, *College Administration, *Community Colleges, Educational Finance, *Educational Objectives, Media Research, Post Secondary Education, *Program Planning, Staff Improvement
Identifiers—*Community College of Vermont
This annual report of the Director, Community College of Vermont, for Fiscal Year 1973, is comprised of 10 sections. These sections are as follows: 1. Report of the Director--Goals, Accomplishments, and Highlights of FY 1973; 2. The Learning Support System and Degree Programs; 3. Planning Services; 4. Planning Programming Budget System; 5. The Role of the Registrar; 6. Tuition and Financial Aid; 7. Educational Media Research; 8. Staff Development; 9. College Plans and Funding for FY 1974; and 10. Appendices: A. Vermont State Colleges Board of Trustees and Community College of Vermont Advisory Council; B. Community College of Vermont's Staff; C. Office Locations; and D. Financial Reports. (DB)

ED 095 964 JC 740 336
Masiko, Peter And Others
Testimony on Vocational Education for the General Subcommittee on Education, Committee on Education and Labor, U.S. House of Representatives.
American Association of Community and Junior Colleges, Washington, D.C.
Pub Date 13 Aug 74
Note—36p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*College Role, *Community Colleges, Delivery Systems, *Educational Legislation, Federal Legislation, Federal State Relationship, *Junior Colleges, Post Secondary Education, Speeches, *Vocational Education
Testimony of the Chairman of the Board of Directors of the American Association of Community and Junior Colleges and of representatives of the junior and community college movement as to the role of these colleges in vocational education is presented. The testimony is comprised of the following: statement by Dr. Peter Masiko--Introduction, Background, Comments on Implementation of Vocational Education Amendments of 1968, and Problem Areas and Concerns (State Administration of Postsecondary Occupational Education, Relevant Vocational Education Emphasis, Adequate Program Guidance, and Federal Administration of Programs); supplemental testimony by: Dr. J. Harry Smith (occupational education programs and services to the disadvantaged and handicapped), Dr. John Grede (program authorizations, work experience programs, authority for contracting and cooperative agreements, occupational education services, and special projects for improvement), Mr. M Dale Ensign (cooperative education programs), and Ambassador John Mundt (appeals procedures, state advisory councils, local advisory councils, state administration: the Washington State Model); an additional statement by Dr. J. Harry Smith (summary of recommendations); concluding comments by Dr. Masiko; and a list of exhibits. (DB)

ED 095 965 JC 740 337
Douglass, Donald D.
The College and the Energy Crisis.
Pub Date Jun 74
Note—8p.; Paper presented at Middle Atlantic States Two-Year College Conference (June 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*College Role, Community Colleges, *Electricity, *Energy Conservation, *Fuel Consumption, Junior Colleges, Post Secondary Education, Speeches
Identifiers—Nebraska, *York College
Ways in which colleges can conserve energy are discussed. Reduction in the use of heat and light can be accomplished by taking several steps, such as reducing the amount of fresh air introduced into heating systems, turning off ventilating fans at night, cutting temperatures back during vacation periods and breaks, lowering the temperature of the hot water in the buildings, installing water flow restricters, decreasing both interior and exterior lighting, and rescheduling classes so that buildings are not heated for a few students. York College's program to conserve energy is described. (DB)

ED 095 966 JC 740 338
Federico, Joseph J.
Voluntary or Compulsory Enrollment in Compensatory Education Programs: A Practical and Theoretical Issue.
Note—11p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*College Students, *Community Colleges, *Compensatory Education Programs, Enrollment Influences, Literature Reviews, *Low Ability Students, Post Secondary Education, *Student Attitudes, Technical Reports, Volunteers
The impact that voluntary or compulsory enrollment has on the community college student in compensatory education programs needs to be studied. Few, if any, studies have focused specifically on the relationship of volunteer status and the effects of the compensatory programs. The question of whether nonvolunteers can be coerced to enroll in compensatory programs and benefit from them remains largely unanswered. (A list of 44 references if provided.) (DB)

ED 095 967 JC 740 339
Barthlow, Robert L.
Grade Point Average and Academic Probation in the Two-Year College.
Note—3p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Academic Probation, *Community Colleges, *Educational Policy, *Grade Point Average, *Models, Post Secondary Education, Technical Reports
The academic-standards policy of the community college is often inconsistent with the open-door admissions policy. A large number of community colleges still used a fixed Grade Point Average (GPA) standard when determining academic standing. Would it not be sounder educational policy to use a developmental system of GPA requirements in determining probation and dismissal? A possible model for academic probation is: .80 by completion of 12 semester hours; 1.20 by completion of 24 semester hours; 1.50 by completion of 36 semester hours; 1.80 by completion of 48 semester hours; and 2.00 by completion of 60 semester hours. A student who falls below these standards would automatically be placed on scholastic probation until the next category of semester hours is reached. Only under very unusual circumstances would a student be allowed to remain on probation for a third successive semester. Of what value is it, either to the student or to society, to admit a student who needs academic assistance and place him on probation before he has had time to become stronger academically? The community college cannot fulfill its philosophy properly if it does not feel free to develop techniques and policies that enhance its philosophy. (DB)

ED 095 968 JC 740 340
North Carolina Community College System; Biennial Report, 1970-1972.
North Carolina State Board of Education, Raleigh. Dept. of Community Colleges.
Pub Date Dec 72
Note—248p.
EDRS Price MF-$0.75 HC-$11.40 PLUS POSTAGE
Descriptors—Annual Reports, College Administration, *College Programs, *Community Colleges, *Educational Finance, *Enrollment Rate, Post Secondary Education, *State Programs, Statistical Data
Identifiers—Biennial Reports, *North Carolina
This report provides information about a reorganized Department of Community Colleges, programs offered by institutions, financial and enrollment data by institution through the year 1971-1972, and a statistical summary. The chapters of the report are as follows: I. Role of the Community College System; II. Administration of the System--State Level: A. State Board of Education, B. Community College Advisory Council, C. Controller, D. Department of Community Colleges; III. Programs Offered: A. Degree and Diploma Programs, B. Continuing Education; IV. Financial and Enrollment Data: A. Financial Data, B. Enrollment Data, C. Statistical Summary; V. Future Planning: A. Annual Plan of Work for 1972-73, B. Long-Range Planning; VI. Institution Reports, 1971-72. (DB)

ED 095 969 JC 740 342
Miner, Charles
The Evolving Plight of College Administrators in the Courts.
Pub Date Jul 74
Note—4p.; Paper presented at Conference on Staff Reduction Policies and Practices (Washington State University, July 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Administrator Responsibility, *Court Litigation, Higher Education, Post Secondary Education, Speeches, *Teacher Administrator Relationship, *Teacher Dismissal
Identifiers—*College Administrators
Litigation arising out of the dismissal or nonrenewal of faculty personnel is reviewed briefly. The cases noted concern the official immunity doctrine in relation to college administrators and their personal liability, as well as the administrator's responsibility for the acts of those under his direction. (DB)

ED 095 970 JC 740 343
Illinois Junior College Management Information System. Manual I: Finance. Uniform Accounting Manual, 1972 Edition for 1972-73.
Illinois Junior Coll. Board, Springfield.
Pub Date [72]
Note—102p.
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—*Educational Finance, *Junior Colleges, *Management Information Systems, Manuals, Post Secondary Education, *School Accounting, State Colleges, State Programs
Identifiers—Illinois, *Uniform Accounting Manual
Some of the purposes of this Uniform Accounting Manual for the public junior colleges in Illinois are to provide the following: (1) guidelines for establishing a sound financial accounting system; (2) information on policies, procedures, and forms necessary to meet legal requirements of the State of Illinois for the public junior colleges; (3) a system for the development of uniform and comparable financial data on junior college operations; (4) accurate and timely financial information for all levels of management to serve as a basis for management decisions; (5) uniform terminology and classification of accounts; and (6) a base for cost accounting that will facilitate the preparation of the Unit Cost Study. The chapters of the manual are as follows: I. Philosophies and Objectives, II. Legal Basis and Related Fiscal Policy, III. Account Descriptions, IV. Chart of Accounts, V. The Budget, VI. Internal Control, and VII. External Independent Audit. Appendixes provide the Legal Basis, Definition of Terms, Financial Statements, and External Audits. (DB)

ED 095 971 JC 740 344
A Community College in the North San Fernando Valley. A Feasibility Study.
Los Angeles Community Coll. District, Calif.
Pub Date Jun 74
Note—232p.
EDRS Price MF-$0.75 HC-$11.40 PLUS POSTAGE
Descriptors—*College Planning, *Community Colleges, Community Involvement, Demography, *Feasibility Studies, Post Secondary Education, *Questionnaires, *Statistical Data
Identifiers—California, *North San Fernando Valley
A feasibility study conducted to examine the proposition of a new community college in the North San Fernando Valley is reported. Following a summary, recommendations, and introduction, findings are discussed as related to the following: Demography, Questionnaire Results, Advisory Committees, Community Participation, Current Enrollment, Alternatives, Enrollment Estimates, Impact, Existing Programs, Employment Trends, Transportation, State and Regional Considerations, and Costs. Excerpts of the analysis of the study findings by an independent consultant are provided, and conclusions are made. The 16 appendixes to the report are: Board Authorization, Board Action, Research Design, Demographic Data, Questionnaire Results, Advisory Committee Minutes, Curriculum Committee Minutes, Site Committee Minutes, Enrollment Patterns, Enrollment Estimates, Programs Presently Offered, Manpower Information, Transportation, Composite Analysis Attendance Patterns, Tadlock (consultants) Final Report, and Staff. A bibliography is included. (DB)

ED 095 972 JC 740 345
Barnes, Nancy
Inventory of Postsecondary Educational Programs in Oregon, 1973-74. A Staff Report.
Educational Coordinating Council, Salem, Oreg.
Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C. Div. of Academic Facilities.
Report No—ECC-6-74
Pub Date Feb 74
Note—80p.; For related documents, see HE 005 786, 789, 794, 795
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—Colleges, Community Colleges, Community Schools, *Curriculum, Guides, *Higher Education, *Postsecondary Education, Private Colleges, State Schools, Universities, *Vocational Education, Vocational Schools
Identifiers—*Oregon
This report provides information on the degrees and certificate programs offered in Oregon's postsecondary institutions of education for the 1973-74 academic school year. Degrees and certificate programs are listed as given in the institutions' catalogs. An inventory of programs for each postsecondary institution is provided in appendixes, which comprise the bulk of the report. These appendixes are: A. An Inventory of Programs Offered at Oregon State System of Higher Education Institutions 1973-74; B. An Inventory of Programs Offered at Oregon's Independent and Private Colleges and Universities 1973-74; C. An Inventory of Programs Offered at Oregon's Public Community Colleges 1973-74; D. An Inventory of Programs Offered at Oregon's Private Vocational Schools 1973-74; and E. A List of Postsecondary Institutions Included in Program Inventory Report. (DB)

ED 095 973 JC 740 346
Gold, Ben K.
Fall 1973 Academic Performance at L. A. C. C. According to High School Source. Research Study No. 74-8.
Los Angeles City Coll., Calif.
Report No—RS-74-8
Pub Date Sep 74
Note—9p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Academic Achievement, *College Freshmen, *Community Colleges, Correlation, *Grade Point Average, *Grades (Scholastic), High Schools, Institutional Research, Post Secondary Education, Statistical Data, Tables (Data), Test Results
Identifiers—Guidance Examination, *Los Angeles City College
A summary is provided of a computer printout of grade point average of all first-time freshmen entering Los Angeles City College in fall 1973. High schools in California (public and private) are included if the number of students entering L. A. C. C. totaled six or more; all other states and foreign countries with two or more students entering the college are included. The findings are provided in three tables. In Table 1, data for California public high schools, California private high schools, other states and foreign countries are listed in alphabetical order for each group. Table 2 lists, in order of number of students, the 20 high schools sending 25 or more students. Included in this table are the mean raw scores made on the fall 1973 L. A. C. C. Guidance Examination for students from these high schools, with the exception of two that were not available. Table 3 presents some Pearson correlation coefficients for the variables of Table 2, and Table 4 shows the relative ranking of the 18 local high schools on GPA and on three parts of the Guidance Examination. (DB)

ED 095 974 JC 740 347
Gold, Ben K.
A Report on Transfers from L. A. C. C. to the Various Campuses of the California State University and Colleges, 1972-1973. Research Study No. 74-7.
Los Angeles City Coll., Calif.
Report No—RS-74-7
Pub Date Sep 74
Note—8p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Academic Achievement, Colleges, *College Students, *Community Colleges, *Grade Point Average, Higher Education, Institutional Research, Post Secondary Education, Statistical Data, Tables (Data), *Transfer Students, Universities
Identifiers—*California
This study summarizes (in three tables) the 1972-1973 performance of the first-time Los Angeles City College (L. A. C. C.) transfers at the various campuses of the California State University and Colleges. The following are some observations from the findings of the study: (1) 16 of the 19 campuses sent reports to L. A. C. C.; 14 reported at least one transfer from L. A. C. C. during 1972-1973; (2) three local campuses accounted for nearly 90 percent of the total reported number of 1,119 (Los Angeles 65 percent, Northridge 16 percent, Long Beach 8 percent, all others below 3 percent); (3) at 8 of the 11 campuses reporting fall 1972 entrants, grade point average (GPA) was higher at the state institution than at L. A. C. C. Over 40 percent of the total number of fall entrants earned a "B" average or above (50 percent for females) at the transfer institution; 15 percent earned below a "C" average (6 percent for females); (4) females' GPA for the fall 1972 entrants was 2.79, males 2.47, compared with respective L. A. C. C. GPA's of 2.59 and 2.45. Both groups improved their GPA at the state institution; and (5) transfers in the Schools of Letters and Science at the three local campuses averaged 2.6 or above; those in the Schools of Business averaged below 2.4; and the only group averaging below "C" (1.98) were seven Fine Arts transfers from Northridge. (Author/DB)

ED 095 975 JC 740 348
Nelson, Hershel H.
Faculty Collective Bargaining.
Nova Univ., Fort Lauderdale, Fla.
Pub Date 3 Jun 74
Note—8p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Collective Bargaining, *College Teachers, *Community Colleges, Higher Education, Post Secondary Education, Practicums, *Teacher Administrator Relationship, *Teacher Militancy, Teacher Welfare, Technical Reports
Faculties in a number of institutions of higher education utilize collective bargaining agents to represent their interests. Collective bargaining is primarily a community college phenomenon. Of 212 institutions with certified bargaining agents, 150 are 2-year institutions. Motivating factors in choosing the collective bargaining process are: the faculty fear of administration policies, the need for recognition, the size and complexity of the school organization, and job security. The demonstration has influenced the faculty's perception of collective bargaining as a means of achieving their objective. Increasingly, state legislatures are recognizing the right of public employees to bargain collectively, and faculties are utilizing this change in attitude to increase benefits through organizing. Among the main dangers of faculty bargaining is the creation of an embattled and adversary climate that is a deterrent to program planning. To defend against this, administrators and legislators should try to understand and empathize with the forces and motivation present in faculty acceptance of unionization. (DB)

ED 095 976 JC 740 349
Rosella, John D.
Reading and Study Skills Program; A Counseling Approach.
Pub Date [70]
Note—8p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Changing Attitudes, *College Freshmen, Community Colleges, Comparative Analysis, *Counseling Goals, Experimental Programs, Low Achievers, Post Secondary Education, *Reading Programs, Student Attitudes, Student Characteristics, Student Testing, *Study Skills, Technical Reports, Test Results
Identifiers—Brown Holtzman Survey, *Bucks County Community College, Cooperative Reading Test, Pennsylvania
Research was conducted at Bucks County Community College, Newton, Pennsylvania, during the 1969-70 academic year to determine the effects of special reading and study skills instruc-

tion combined with counseling on the success rate of "high-risk" students. A course, which involved 2 hours of instruction per week plus 1 additional hour of independent work, combined with educational/vocational counseling, was offered. Freshmen who ranked in the bottom 40 percent of their high school graduating class and whose SAT scores were below 800 with a verbal score below 400 were informed that a reading and study skills program was available. Of 82 students who met the criterion for course attendance, 41 enrolled and 33 completed the entire course. The students who did not attend were used as a comparison group. Three studies were made to determine the immediate and relative effects of attending the course: a comparison of pretested data with posttest data obtained from three subscales of the Cooperative Reading Test; a comparison of the pretest data with the posttest data from the Student Attitude subscale of the Brown-Holtzman Survey of Study Habits and Attitudes; and a comparison of semester average, English grades, and frequency of failures between the experimental group and the control group. Results of the studies showed that the experimental group's semester average was significantly improved when compared with the control group, and benefits were realized as a result of the counseling experience. (DB)

ED 095 977 JC 740 350

Collins, Charles C.

Everyman Community College: A Cluster Model.

Pub Date Mar 73

Note—170p.

EDRS Price MF-$0.75 HC-$7.80 PLUS POSTAGE

Descriptors—Books, *Cluster Colleges, College Planning, *Community Colleges, Cost Effectiveness, Educational Coordination, *Governance, *Models, *Organization, Post Secondary Education

The model of a cluster community college is described in this book. The chapters of the book are as follows: 1. Need for a New Organizational Model (Three Structural Anomalies, The Department: A Critical Analysis, The Department: A Status Study); 2. Dynamics for Change (Creative Tensions, Pre-Conditions Required for Planned Change); 3. Some Working Postulates for Everyman Community College (On the Nature of Man, On the Human Condition, on the Educational Context); 4. The Center-Cluster Structure (The Center, The Cluster, The Center-Cluster Staff, Relationship of Center to Cluster to College, A Concluding Remark); 5. Governance: The People Network (Center Governance, Cluster Governance, College Governance); 6. The College Infrastructure (Academic Senate, Student Government, Classified Staff, Intra-College Committees, Association of Subject Areas); 7. The District (A Third College Without Campus, the District Administration); 8. The Question of Cost (Some Initial Qualifiers, Comparison at the College Level, Comparison at the District Level); and 9. Some Caveats (Human Problems, Structural Problems). A bibliography, index, 9 charts, and 12 tables are included. (DB)

ED 095 978 JC 740 351

Richardson, Richard C., Jr., Ed.

Northampton County [Florida] Area Community College Adjusts to the Seventies. A Case Study.

Center for State and Regional Leadership, Florida.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date Jul 74

Note—91p.

Available from—Florida State University, Tallahassee, Florida 32306 ($2.50)

EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE

Descriptors—*Case Studies (Education), *Community Colleges, *Curriculum Evaluation, *Educational Finance, *Enrollment Trends, Instructional Innovation, Post Secondary Education, Program Development, Technical Reports

Identifiers—Florida, *Northampton County Area Community College

This report is a case study of Northampton County Area Community College (NCACC) for the period 1972-74, as it attempted to cope with problems posed by the interruption of its growth while remaining a strong and viable college. The report contains five chapters. The first chapter, in addition to describing the nature of the problem, provides a brief history of the first five years of the college, and describes the initial steps taken to mobilize institutional resources to seek a solution. Chapters 2, 3, and 4 deal with the specific actions taken by NCACC to deal with the problems identified. In the final chapter, college planning for the remainder of the decade, based on the experiences of the past 2 years, is defined. (Author/DB)

ED 095 979 JC 740 352

Nelson, Hershel H.

An Analysis of Academic Achievement and Classroom Attendance.

Nova Univ., Fort Lauderdale, Fla.

Pub Date 12 Jun 73

Note—24p.; Practicum presented to Nova University in partial fulfillment of requirements for Doctor of Education degree

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Academic Achievement, *Class Attendance, *College Students, *Community Colleges, *Grades (Scholastic), Post Secondary Education, Practicums, Statistical Analysis

Identifiers—Florida, *Polk Community College

It was hypothesized that there would be a measurable difference in grades received by students who maintain a record of regular attendance and by students who do not, and that the difference can be measured by the chi-square statistical technique. The attendance and evaluation records of a sample of Polk Community College history professors (320 students) were obtained and examined for the fall term of 1972-73 academic year. Using the chi-square statistical technique, analysis of the data collected showed that about one-third of the total number of students in the study took liberties beyond the normally accepted three-cut allowance. Of these, one-fifth failed. The data also indicated that overall end-of-course grades would be higher if regular attendance in class were maintained by all students. (DB)

ED 095 980 JC 740 353

Ebersole, Jay F.

The Student Development Program: A Process of Affective Learning in American Higher Education.

Nova Univ., Fort Lauderdale, Fla.

Pub Date 20 Jul 74

Note—22p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Affective Objectives, Higher Education, *Human Development, Literature Reviews, Post Secondary Education, Practicums, *Student Development, *Student Personnel Services, Technical Reports

This paper is a discussion of the emerging model of student development programming for the 1970's. After an historical sketch of Student Personnel Service, the affective domain of student development is detailed with regard to theory, instruction, counseling, and administration. (Author/DB)

ED 095 981 JC 740 354

Pearsall, Howard E. Thompson, Paul, Jr.

The Self-Actualization of Polk Community College Students.

Nova Univ., Fort Lauderdale, Fla.

Pub Date 30 May 74

Note—59p.; Paper based on practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—*College Students, *Community Colleges, Comparative Analysis, *Personality Tests, Post Secondary Education, Practicums, *Self Actualization, Technical Reports, *Test Results

Identifiers—Florida, *Polk Community College

This article investigates the concept of self-actualization introduced by Abraham Maslow (1954). A summary of Maslow's Needs Hierarchy, along with a description of the characteristics of the self-actualized person, is presented. An analysis of humanistic education reveals it has much to offer as a means of promoting the principles of self-actualization with students. The Personal Orientation Inventory, developed by Everett Shostrom, is an objective paper and pencil personality test that measures 14 different scales of self-actualization. This article reviews some of the relative research done with the POI on college students. A description of the POI and its scales is also offered. The heart of this article is an analysis of the POI results on samples of community college students. POI data and profiles are presented for male and female vocational-technical Associate of Science degree aspirants and college parallel Associate of Art aspirants at Polk Community College. The students are also compared with a 4-year university freshmen sample. The t-test of significance reveals several interesting differences between the groups. The article concludes with a summary of the results and recommendations for implementation. (Author)

ED 095 982 JC 740 355

A Plan for Comprehensive Community College Education in West Virginia.

West Virginia Board of Regents, Charleston.

Pub Date Nov 71

Note—67p.; Report to the Governor of West Virginia and the Legislature of the State of West Virginia pursuant to House Concurrent Resolution No. 16, 1971

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—*Community Colleges, *Comprehensive Programs, Higher Education, *Post Secondary Education, Program Development, *State Action, State Agencies, *Statewide Planning, Technical Reports

Identifiers—*West Virginia

A recommended State plan for the establishment and operation of a comprehensive community college program as part of the higher educational system of West Virginia is presented. The chapters of the report, which follow a Foreword and a Summary of Recommendations, are: I. Comprehensive Community College Education, II. Present Status of Community College Education in West Virginia, III. State Level Responsibility for Comprehensive Community College Education in West Virginia, IV. A Plan for Implementing Comprehensive Community College Education in West Virginia, and V. Considerations and Suggestions for Implementing the Comprehensive Community College Education System in West Virginia. Appendixes provide a chart, tables, and selected biographical data of consultants. (DB)

ED 095 983 JC 740 356

Fearn, Robert M. Ihnen, Loren A.

An Economist's View of Planning Problems in Community College Systems. Occasional Paper No. 10.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Report No—Occas-Pap-10

Bureau No—BR-7-0348

Pub Date 70

Grant—OEG-2-7-070348-2698

Note—22p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, New York 10003 (In "-Managing the Universities: A Systems Approach," ed. by Paul W. Hamelman, $14.00)

Document Not Available from EDRS.

Descriptors—*Community Colleges, Decision Making, *Economic Factors, *Human Capital, Post Secondary Education, *Program Planning, Social Systems, Technical Reports, *Vocational Education

Major factors that have led to the recent concern and heavy involvement in educational research and planning are: (1) society's resources are being used to finance educational activities; (2) the role of education in the economic growth; and (3) the increased recognition that the quantity of education influences the individual's level of income and, hence, the distribution of income among individuals. The concept of investment in human knowledge and skills, i.e., human capital, provides an important theoretical framework for discussing educational planning. Educational activities are viewed primarily as investment activities. The student is viewed as a demander of educational services and as a supplier of labor and human capital services in the employment market. The educational institution or organization is viewed as an open system operating in a national or in an international economy and society. The three major types of planning used to guide community college systems are: (1) the manpower

requirements or "needs" approach, (2) the social demand approach, and (3) the benefit-cost or rate of return approach. The manpower requirements approach has been the most widely used. The benefit-cost or rate of return approach is particularly well suited for the analysis of occupational education at community colleges. Each of the planning approaches used by and available to the community college has substantial limitations, but the available methods can avoid gross errors and can bring the system closer to maximizing social benefits. (DB)

ED 095 984 JC 740 357
Nelson, Hershel H.
The Measure of Learning.
Nova Univ., Fort Lauderdale, Fla.
Pub Date 28 Jul 73
Note—17p.; Narrative presentation to Nova University in partial fulfillment of requirements for Doctor of Education degree
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Academic Standards, *Admission Criteria, *Community Colleges, Educational Problems, Post Secondary Education, Social Values, Speeches, *Student Attitudes, *Teacher Attitudes

Today's requirements for college admission and levels of performance and their effects on curriculum design and standards, teacher attitudes, and student attitudes are discussed, particularly as they relate to the community college. The open-door policy of the community college, students' attitudes concerning their responsibilities as students and to society, the undisciplined teacher, and the undisciplined behavior of the students are among the problems addressed. (DB)

ED 095 985 JC 740 358
Thompson, Paul V., Jr.
A Case Study: Community Influence upon Curriculum.
Nova Univ., Fort Lauderdale, Fla.
Pub Date 30 Jun 74
Note—57p.; Paper based on practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Case Studies (Education), *College Curriculum, *Community Colleges, *Community Influence, *Educational Policy, Higher Education, Post Secondary Education, Practicums, *School Community Relationship, Technical Reports
Identifiers—*Florida

This practicum reviews the history of community influences on the teaching, research, and service functions of higher education in America. It discusses the role of major social institutions on higher education policy and curriculum in carrying out these three major functions. The study reveals a major shift of influence from church to business, occurring in the late 19th century. It also shows government, labor, alumni, and philanthropic influences on higher education. A study of the influences affecting policy and curriculum at a Florida community college was undertaken. A questionnaire was mailed to the college vocational-technical advisory committee members who are community leaders in various vocational areas. In addition, the top 11 administrators were interviewed to determine the source and extent of other community influences on curriculum and policy. Informal influences were found to be coming from public schools, churches, civic-social clubs, business, and various other groups and individuals. Recommendations to administrators concerning the improvement of relations between the community and college are given in the conclusion. (Author/DB)

PS

ED 095 986 PS 007 373
Morgan, Gwen G.
Alternatives for Regulation of Family Day Care Homes for Children.
Day Care and Child Development Council of America, Inc., Washington, D.C.
Pub Date Jan 74
Note—72p.; Paper presented at the Conference on Family Day Care (St. Petersburg, Florida, January 1974)
Available from—The Day Care and Child Development Council of America, Inc., 1012 14th Street, N. W., Washington, D. C. 20005 ($2.00, plus $0.50 postage and handling)
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Administrative Problems, *Agency Role, *Certification, *Day Care Services, *Family Environment, Incentive Systems, Models, *Policy Formation, State Agencies

Because state agencies have found that the licensing of family day care homes presents administrative problems which are quite different from the licensing of day care centers this report presents arguments against traditional licensing practices. Six alternatives are suggested for states making decisions about their future directions in family day care regulation: (1) Continue to license family day care, making some improvements in licensing statutes and procedures, and adopt one of four different models for registration which have been proposed by experts, which are: (2) registration as a form of licensing; (3) registration as directing regulation; (4) registration with required training of family day care mothers; and (5) simple registration. The final option (6) is to abandon the effort to license or to register, but put the same effort into upgrading homes through nonregulatory methods such as support systems and education of the public. An incentive program for registration is deemed to be a necessary corollary to any chosen model, and a further refinement of each of the basic alternatives is suggested before a basis for uniform recommendations to the states can be made. (CS)

ED 095 987 PS 007 383
Language Experiences for Your Preschooler. Part I: Activities at Home.
New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.
Pub Date [74]
Note—71p.
Available from—The University of the State of New York, The State Education Department Bureau of Continuing Education Curriculum Development, Albany, NY 12224 (no price quoted)
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*Communication Skills, Compensatory Education, Concept Formation, Decision Making Skills, Educational Games, *Family Environment, Language Development, *Learning Activities, Learning Readiness, Parent Child Relationship, *Parent Education, *Preschool Children, Questioning Techniques, Reading Development, Story Reading

The purpose of this manuscript is to encourage the development of the communication skills of preschool children by introducing their parents to a number of learning activities suitable for implementation in the home. It is written to be used by an instructor who is working with preschool parents. The activities, which are designed to be uncomplicated and reasonable in cost and invested time, are grouped in 10 sections: (1) knowing the child; (2) what happens between parent and child; (3) setting goals for the child; (4) emphasizing everyday happenings; (5) reading to children; (6) using free and inexpensive materials for language experiences; (7) making the alphabet letters; (8) games that can be made at home; (9) writing down children's experiences; and (10) writing stories with the child. Each of the sections contains directed activities to be performed with the instructor's guidance, at home activities involving the parent and child, and parent take-home sheets with information and exercises they can use to increase their own knowledge. Some benefits of the program are listed; the major expectation is that the activities will enhance a child's chances of success in the initial stages of learning to read and write. (SDH)

ED 095 988 PS 007 385
Jacoby, Liva
The Clarifying Environments Program: A Case Study of a University-"Outreach" Project.
Pittsburgh Univ., Pa. University Urban Interface Program.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0725
Pub Date Jun 73
Grant—OEG-29-480725-1027
Note—53p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Administrative Problems, Administrator Attitudes, Caucasians, Community Involvement, *Disadvantaged Youth, *Elementary School Students, Interinstitutional Cooperation, *Learning Laboratories, Negroes, *Outreach Programs, Paraprofessional School Personnel, Parent Attitudes, Program Development, *Program Evaluation, Research Problems
Identifiers—CEP, *Clarifying Environments Program

This report describes and evaluates the Clarifying Environments Program (CEP), an innovative attempt by the University of Pittsburgh to improve educational environments in the community through university-community interface. The first part of the paper presents the goals, theory, and history behind CEP. Implementation of CEP learning labs for elementary school children in disadvantaged community areas is explained in terms of the financial assistance, administrative work, and community and institutional cooperation required. Children ranging in age from preschool through third grade attended these labs for a half-hour each day of the week. To make CEP a community program, community leaders were consulted, and several indigenous community residents were trained as paraprofessional lab workers. Both the 1971 and 1972 evaluations of the program were affected by research or administrative problems, and the results are difficult to accurately define. The second part of the report analyzes the development of CEP. Topics discussed include: (1) the institution-building model; (2) general and specific goals; (3) working relationships and problems between CEP, its director and the school board officials, school staff, Model Cities Program, community and black leaders; (4) CEP leadership and internal structure; (5) resources; (6) personnel; and (7) conclusions. (SDH)

ED 095 989 PS 007 395
Fishtein, Ruth
Classroom Psychology.
Pub Date [73]
Note—72p.
Available from—Book-Lab, Inc., 1449 37th Street, Brooklyn, New York 11218 (Paper, $1.95)
Document Not Available from EDRS.
Descriptors—*Behavior Problems, *Classroom Techniques, Discipline, *Early Childhood Education, Educational Psychology, *Management, *Problem Children, Self Concept, Student Teacher Relationship, Teacher Role, Teaching Techniques

A school psychologist speaks of ways in which classroom teachers can use their training and experience to select the most effective options to help their students make the best use of their school experience. The first section of the book presents a brief analysis of eight major types of problem children (the hyperactive child, the aggressively unresponsive child, the fearful, the cultural outsider, the exceptionally bright, the daydreamer, the chronic absentee, and the 'foulmouthed' kid), along with some insight into the causes of problem behavior and some indication of appropriate procedures for working with children to achieve positive results. General guidelines which create an optimal learning climate for the class as a whole are outlined, focusing on ways to: (1) assess the motivations and learning strengths and weaknesses of each pupil, (2) teach with greater degrees of success by utilizing special grouping techniques and better study and testing skills, and (3) create and maintain good discipline and mutual respect. In the final section of the book, some of the teacher's personal needs are considered. (CS)

ED 095 990 PS 007 397
Rowland, Bobbie H.
The Kibbutz: The Hebrew Word for "Group".
Pub Date [73]
Note—24p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Child Rearing, *Collective Settlements, Community Responsibility, *Educational Alternatives, Informal Organization, *Lifestyle, Literature Reviews, Parent Child

Relationship, Religious Factors, Rural Environment, Social Structure, *Sociocultural Patterns, Values
Identifiers—Israel, *Kibbutzim
This paper provides a descriptive summary of the historical development, the basic features, the organizational structure, the patterns of child-rearing and education, and specific research findings concerning the Kibbutz Movement in Israel. Four main types of collective settlements are described, along with the main characteristics and tenets representative of all kibbutzim. The philosophy of 'collective education' is presented, and the educational structure from birth through high school is outlined in detail. A brief review of some of the research dealing with the psychological, sociological, physiological, philosphical, educational, and occupational aspects of this lifestyle is reported. (CS)

ED 095 991 95 PS 007 400
Grimmett, Sadie And Others
Influence of Behavior Settings on Role of Inappropriate and Appropriate Behavior.
Arizona Univ., Tucson. Arizona Center for Early Childhood Education.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Educational Labs.
Pub Date [69]
Contract—OEC-3-7-070706-3118
Note—15p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Class Management, Classroom Environment, Classroom Observation Techniques, *Discipline Problems, *Elementary School Students, Grade 1, *Group Instruction, *Individual Instruction, Reinforcement, Student Behavior, Teacher Role
Behavior settings as control systems of behavior were investigated in two first grade classes in the Tucson Early Education Program (TEEM) experimental school. The two classrooms which served as the experimental units were observed during two behavior settings, individual choice and large group. The observation consisted of recording every 10 seconds inappropriate and appropriate behavior; an observation period was 500 seconds. It was found that behavior setting large group was significantly higher in disruptive behavior than behavior setting individual choice. The high incidence of disruptive behavior during large group was maintained when large group immediately followed individual choice. It was concluded that the two settings exerted independent influences on behavior. (Author/CS)

ED 095 992 PS 007 409
Levenstein, Phyllis
A Message from Home: A Home-Based Intervention Method for Low-Income Preschoolers.
Family Service Association of Nassau County, Inc., Mineola, N.Y.; State Univ. of New York, Stony Brook.
Spons Agency—Carnegie Corp. of New York, N.Y.; Children's Bureau (DHEW), Washington, D.C.; Grant Foundation, New York, N.Y.; National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date 18 Apr 74
Note—12p.; Paper presented at a Conference on "The Mentally Retarded and Society: A Social Science Perspective" (Niles, Michigan, April 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Cognitive Development, Emotional Development, *Home Visits, Intervention, Longitudinal Studies, Low Income Groups, *Parent Child Relationship, Parent Participation, *Preschool Programs, Socioeconomic Influences, Standardized Tests, *Verbal Development
Described in this report is a home-based, cognitive-affective intervention program involving 93 mothers and their children. This demonstration program sought to show that the principal cognitive element missing from the experience of low-income children in preparation for schooling is a sufficient amount of concept-building verbal interaction in the family, especially between mother and child. Four successive cohorts, entering in 1968, 1969, 1970, and 1971, in groups ranging from 70 percent to 100 percent black were enrolled in the program. The program consisted of 92 semi-weekly, half-hour home sessions spread over 2 years. These were held by interveners called 'Toy Demonstrators' who were trained to show a mother, by participating in home play sessions with her child, how to interact verbally to enhance the child's conceptual and socioemotional development. Test results (Stanford-Binet and WICS, Peabody Picture Vocabulary Test, Reading and Arithmetic Standard Score on the Wide Range Achievement Test, and Child's Behavior Traits) for the four cohorts of children indicate that the program probably does work, within the context of the research project, with fairly substantial and stable IQ gains of about 17 points. (CS)

ED 095 993 PS 007 417
Moore, S. G.
Discipline in Child Rearing.
Pub Date [73]
Note—7p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Behavior Change, Child Psychology, *Child Rearing, *Discipline, Parent Attitudes, *Parent Child Relationship, *Punishment, Reinforcement
Parents of young children feel a keen obligation to maintain adequate control over their child's behavior. In this paper, factors are examined that in all probability affect the adult's success in maintaining sensible control and changing child behavior when it seems necessary to do so. Five such factors are: (1) the child's desire to please his parent, (2) parental use of praise and approval for good behavior, (3) parental use of reasons and explanations, (4) consistency in discipline and the effective timing of punishment, and (5) the fear of punishment. If parents and children are to live comfortably with each other, there must be give and take. Since the parent is the more mature of the parent-child pair, the parent must take the initiative in seeing to it that his or her relationship with a child is vital, constructive, and rewarding. (Author/CS)

ED 095 994 PS 007 419
Modarressi, Taghi McCulloch, Duncan
Pre-Lingual Communication and Attachment Behavior.
Pub Date [73]
Note—13p.; Some charts may not reproduce clearly
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Acoustics, Behavior Patterns, *Communication (Thought Transfer), Feedback, *Identification (Psychological), *Infant Behavior, Models, *Parent Child Relationship, Psycholinguistics, Reactive Behavior, *Verbal Development
Identifiers—*Attachment Behavior
Infant's crying may have an important mediating role in the formation of attachment behavior. The earliest vocalizations are discussed in terms of an acoustic communications model in which the baby's vocal repertoire becomes incorporated into a closed-loop, feedback system with his mother. Certain pre-lingual "signals" may be associated with those maternal actions which bring about a reduction in psychobiological stress, thus becoming one medium in which infant-mother attachments are formed. In order for a mother to determine a particular stressful state such as pain or hunger from the cry signal alone, crying would have to be acoustically distinctive to this state. To determine whether such distinctions exist, the vocalizations of twenty-two infants were tape-recorded under a variety of stressful conditions: pain stimulus, startle, evidence of hunger, etc. An ensemble technique of spectral analysis was developed to show that relatively long intervals of crying in one infant may indeed exhibit an average spectrum which is acoustically distinctive to the type of pain stimulus and to hunger. Less clear is whether such distinctions also transpose to groups of infants in a similar stressful state. (Author)

ED 095 995 PS 007 421
Bradley, Estelle
Identification of Learning Problems--Adjustment in Kindergarten Curricula.
Pub Date [74]
Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 15-19, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Analysis of Variance, Auditory Discrimination, *Identification, *Intervention, *Kindergarten Children, *Learning Difficulties, Perceptual Motor Coordination, Profile Evaluation, *Readiness (Mental), Standardized Tests, Verbal Ability, Visual Perception
This study dealt with the identification of potential learning problems and the modification of the readiness program at the kindergarten level. Only the pre- and post-tests were administered to the control group. Experimental group A was tested, learning profiles were developed for each child and a team of specialists evaluated the profiles with the teacher. Experimental group B was tested, a learning profile on each child was written and a team of specialists worked with the children twice a week. All groups were taught using the traditional kindergarten program. A (t) test of the difference between means of pre- and post-tests was found significant for all three groups. A degree of difference was noted favoring the experimental groups. An analysis of variance between the three groups indicated a significant difference between both experimental groups and the control group. However, no significant difference was noted between the two experimental groups. The information gathered from the test results provided the teachers with data which enabled them to make meaningful and judicious decisions concerning the children's educational future. Early screening and identification can allow the kindergarten teacher to design a meaningful program and remediate the child's learning problems within the classroom setting. (Author/CS)

ED 095 996 PS 007 422
Willis, Sherry L. And Others
Formative Evaluation in a Cognitive Developmental Program for Young Children.
Pub Date 12 Feb 74
Note—26p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Cognitive Development, *Computer Oriented Programs, Curriculum Development, Data Analysis, Developmental Psychology, *Early Childhood Education, *Evaluation Methods, Feedback, Formative Evaluation, Intervention, *Program Evaluation, Summative Evaluation, Systems Approach, Teacher Role
Identifiers—*Piaget (Jean)
The Cognitive Developmental Early Childhood program at Pennsylvania State University has formulated a program, curriculum, and evaluation system guided by Piagetian theory. The evaluation system described in this paper is a result of an intensive examination of the purposes and types of evaluation systems for their compatibility with the Piagetian assessment approach. The paper includes a brief description of the cognitive developmental program, the design and implementation of the evaluation system, and the types of information generated by the system and their utilization in the program. A hierarchy of developmental levels was derived from Piagetian theory and research, and these levels were used to guide the teacher in both activity presentation and formative data collection. The computer-based evaluation system provided a mechanism of continuing feedback, and suggests a means for a more systematic and intensive study of the formation of cognitive operations in children. The system is expected to be of particular use in a careful study of such phenomena as transitional periods and/or horizontal decalage (eg. the effect of intervention programs on different cognitive operations during transitional periods.) The proposed evaluation system is believed to offer a significant contribution to Piagetian methodology and research and application of the theory in a variety of intervention contexts. (CS)

ED 095 997 PS 007 423
Grippin, Pauline And Others
A Cross-Sectional Study of Cognitive Variables.
Pub Date Nov 73
Note—10p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, New York, November 1973)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Age Differences, *Classification, Cognitive Development, *Cognitive Processes,

Cognitive Tests, Conceptual Schemes, *Cross Sectional Studies, Developmental Psychology, *Elementary School Students, Perceptual Development, *Serial Learning
Identifiers—*Piaget Cognitive Development Theory
Students in grades K, 1, 3, and 5 were administered the Rod and Frame Test (RFT), the Matching Familiar Figures (MFF) Test, and the Piagetian tasks of Discontinuous Quantity, Class Inclusion, Multiplication of Classes, and Multiplication of Relations. Cross-sectional trends were found in all tasks with older children being less impulsive, more field independent, and more able to correctly perform the Piagetian tasks. In spite of similarities among the tasks with regard to perceptual salience of cues, ambiguity of stimulus situation, and problem solving set, performance on the tasks was independent over age. Also unreflected in these data is the synchronous development of class inclusion, multiplication of classes, and multiplication of relations reported by Inhelder and Piaget (1964). Findings are discussed in light of the Kagan and Kagan (1970) differentiation and integration of cognitive development. (Author/CS)

ED 095 998 PS 007 426
Swick, Kevin Lamb, Morris
Evaluating Social Learning Behaviors in the Open Classroom.
Pub Date Apr 74
Note—9p.; Paper presented at the meeting of the Association for Childhood Education, National Work Study Conference (Washington, D. C., April, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Behavior Rating Scales, Classroom Participation, *Early Childhood Education, Educational Assessment, *Evaluation Techniques, Group Relations, Interpersonal Relationship, Learning Processes, *Open Education, Peer Relationship, *Social Attitudes, Social Influences, Social Maturity, *Student Evaluation, Values
A brief overview describes the necessary components of an effective social learning evaluation system for the open classroom. In order to develop such a social learning evaluation system one must: (1) organize the evaluation system around the progress and needs of the child, (2) identify the kinds of social learning behaviors to be assessed, (3) select evaluation approaches which are conducive to promoting pupil progress in social learning areas desired, and (4) design ways to communicate such progress to the child and the parents. The purpose of this kind of evaluation system is not to establish a mark to identify how effective the child is in comparison with his peers, but to assist the learner by establishing his progress and development in relation to desirable behavior. The appendices contain three diagrams which provide examples of possible assessment techniques and evaluation forms. (CS)

ED 095 999 PS 007 428
Orr, John B.
Cognitive-Developmental Approaches to Moral Education: A Social Ethical Analysis.
Pub Date [73]
Note—25p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Cultural Pluralism, Culture Conflict, Developmental Psychology, *Educational Theories, *Elementary Education, Maturation, *Moral Development, Moral Values, School Community Relationship, *School Responsibility, Socialization
Identifiers—Kohlberg (Lawrence), *Piaget (Jean)
This essay critically views the prescriptions of Jean Piaget and Lawrence Kohlberg concerning moral education within the public schools. Piaget's paradigm of the moral life is elaborated, and his prescriptive theories for the schools are presented. In contrast to Durkheim, Piaget argues that schools should resist adult-imposed moral rules whenever possible, and must not assume the responsibility for representing the values of the larger society. The author contends that the arguments of Piaget and Kohlberg lead to an educational sectarianism, which has the effect of encouraging an autonomous insensitivity to the way in which the political world works, and turns the school into an unrealistic isolate world. In addition, it is argued that Kohlberg's theories for moral education are wholly within the framework of the liberal welfare model; that is, directed toward reducing the number and treatment of deviants through judiciary, police, welfare, and psychological services. The effect of Kohlberg's theses has been to compromise the radicalism of Piaget's initial logic. Piaget's American colleagues, as representatives of an educationally liberal tradition, find themselves in the paradoxical situation of attempting to affirm the basic soundness of present institutions, while at the same time striving to use as much of the sectarian, radical rhetoric as possible. (CS)

ED 096 000 PS 007 434
Stewin, L. L. Martin, Jan
A Comparison of the Developmental Stages Proposed by L. S. Vygotsky and J. Piaget.
Pub Date [73]
Note—30p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Children, *Cognitive Development, Comparative Analysis, *Concept Formation, Conservation (Concept), *Developmental Psychology, Learning Theories, Models, Thought Processes
Identifiers—*Piaget (Jean), Vygotsky (LS)
The present study was designed to explore the relationship between the theoretical models of cognitive development proposed by L. S. Vygotsky and J. Piaget. One hundred and four subjects aged four to sixteen years were selected. All subjects were in the average range of intelligence, were in the usual school grade for their age, and had no history of neurological or emotional problems. The subjects were administered the Vygotsky Test of Concept Formation as well as the Piagetian tasks related to the conservation of continuous and discontinuous quantity, weight, area, volume, and density. Subjects responses were scored qualitatively in terms of the described developmental model of each theorist. Developmental levels were converted to a numerical scale within each system and were compared through correlational analysis. The obtained results led to the conclusion that the two theoretical models are closely related in that both Piaget's and Vygotsky's models of cognitive development appeared representative of children's thought processes at all levels of sophistication. (Author)

ED 096 001 PS 007 435
Maratos, Olga
The Origin and Development of Imitation in the First Six Months of Life.
Pub Date Apr 73
Note—31p.; Paper presented at the Annual Meeting of the B.P.S. (Liverpool, England, April 5-9, 1973)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Auditory Tests, Behavior Rating Scales, Developmental Psychology, Discrimination Learning, Females, *Imitation, *Infants, *Kinesthetic Perception, Learning Processes, Literature Reviews, Models, Motor Development, Tables (Data), *Visual Stimuli
This experimental study has three aims: (1) to give a detailed description of imitative behavior as it develops during the first six months of life; (2) to compare imitative responses perceived through visual, kinesthetic and auditory modalities; and (3) to describe and explain the regulating mechanisms and processes present in the early development of imitation. To accomplish these aims, 12 first-born female infants were tested in their homes every two weeks between the ages of 1 and 6 months. A total of eight visual, three kinesthetic and three auditory tests were administered. Thirteen behavior categories were observed during both the control and reaction periods. The two hypotheses formulated to guide the research are supported by the data presented in the three main sets of results. These results show that: (1) imitation exists as early as 1 month of age but is limited to certain types of models; (2) these first imitative responses wane between 2 and 3 months of age; and (3) there is absence of imitative response during the first 2 months of life to some other types of models, (i.e. auditory) but once imitation to these models comes in, it increases with age. (SDH)

ED 096 002 PS 007 437
Rana, Avis
Is Part-Time Child Care Surrogate Parenting? Parents' Perceptions.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date [73]
Note—19p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Childhood Needs, *Child Rearing, Children, Comparative Analysis, *Day Care Services, Infants, *Mother Attitudes, Parent Child Relationship, Parent Responsibility, Parent Role, *Planning, Tables (Data), Welfare Recipients, *Working Parents
Identifiers—Family Day Care, Group Day Care
The purpose of this survey and report is to gain information about parental planning for child-rearing when the mother is employed. This study is intended to explore mothers' perceptions of possible delegation of some basic child-rearing functions during the mothers' absence for employment. Comparison of the child care arrangements which the mothers saw as best able to carry each function, with the actual child care plans in use, and with other criteria such as parental convenience provide clues to dilemmas in child-rearing when the mother is employed. Structured interviews were held with 118 mothers whose children were involved in a "supportive child care project" or a "by-home project." The supportive child care services provided emergency day care for children and parental consultations. In the by-home project, care and transportation of children from infancy through age 14 were handled by a small group center near their home. Eight child-rearing functions were identified: (1) physical nourishment; (2) cleanliness; (3) safety from danger; (4) medical appointments; (5) preparation for the future; (6) provision of affection and love; (7) maintaining social contact between the children and their friends; and (8) providing good behavior examples. Results are reported in terms of parental choices for performance of the particular function. Choices included care in the home by relatives, non-relatives or self, out-of-home care by relatives or non-relatives, and group care by home or other facilities. (Author)

ED 096 003 PS 007 438
Weininger, O.
Early School Entry: A Study of Some Difference in Children Remaining at Home and Those Attending School.
Pub Date Mar 74
Note—17p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Age Differences, *Child Development, *Early Childhood Education, *Early Experience, Emotional Development, *Family Environment, Intelligence Quotient, Reading Readiness, *School Environment, Socioeconomic Status, Standardized Tests
Identifiers—*Early School Entry
The present study was developed in order to help clarify some issues concerning the "at home" or "early entry" effect upon the child's development. The special problems that this study identified as valuable in the child's development were reading readiness and emotional "well-being". Five groups of young children matched for age, socioeconmoc status, and intelligence were provided with differential schooling experiences. One group remained at home, while the other four groups were at school either in a mixed age classroom or in a non-mixed age classroom. After six months the results indicated no difference in reading readiness between groups, but all groups made significant advances on the Pintner-Cunningham Primary Test. Further, the "at home" group showed the most emotional growth when compared with the "at school" children. (Author/CS)

ED 096 004 PS 007 452
Troutt, George, Jr. Jennings, Bettye
A Competency Base for Curriculum Development in Preschool Education.
Appalachia Educational Lab., Charleston, W. Va.
Pub Date Apr 74
Note—24p.; Paper presented at Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Curriculum Development, Educational Coordination, Group Experience, *Home Instruction, Home Visits, Interaction, Objectives, Paraprofessional School Personnel, Parent Role, *Parent Student Relationship, *Performance Based Education, *Preschool Education, Televised Instruction
Identifiers—Appalachia, *Home Oriented Preschool Education
The development of a competency base for a preschool curriculum is described in this report on the Home-Oriented Preschool Education (HOPE) Process, a three-component educational system for 3, 4, and 5-year-old children. The major goal of the HOPE Process is to affect the parent-child instructional relationship by delivering the curriculum through different but integrated components: a home visit, a television presentation, and a group experience. The home visitor, a paraprofessional, helps the parent learn effective ways of instructing children. Television presentations, broadcast five days each week, are produced to achieve specific objectives derived from the curriculum, and the group experience is conducted by a group experience leader and is designed to achieve objectives for a classroom type situation. Objectives are coordinated with home visit and television presentation objectives. (Author)

ED 096 005 PS 007 453
Wilmshurst, Linda A. Rubin, Kenneth H.
Training Preschoolers to Understand Left-Right and Spatial Relations.
Pub Date [74]
Note—23p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Cognitive Development, Complexity Level, *Concept Formation, Data Analysis, Developmental Psychology, *Logical Thinking, Post Testing, *Preschool Learning, Pretests, Self Concept, *Spatial Relationship, *Training Techniques, Transfer of Training
Identifiers—*Left Right Concepts
Twenty 4-year-old children were randomly assigned to one of two experimental groups or to a control group in an attempt to determine whether or not training of left-right relational concepts would improve (1) the subjects' left-right relational skills and (2) their ability to better perform on tasks of spatial perspective. All children were administered a pre- and posttest of left-right relations and spatial perspectives. The experimental groups (n=5 and n=3) received seven carefully planned lessons based on cognitive conflict procedures. Results indicated moderate pre- to posttest gains in left-right and spatial skills for the experimental groups only. Educational implications of the training procedures are briefly discussed. (Author/CS)

ED 096 006 PS 007 460
Bell, T. H.
The Family, the Young Child, and the School.
Pub Date 12 Jul 74
Note—11p.; Paper presented at the Annual Conference of the South Carolina School Officials (10th, Myrtle Beach, South Carolina, July 12, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Child Development Centers, Community Services, *Elementary Schools, Health Services, *Preschool Education, *School Community Relationship, School Involvement, School Policy, School Role, *School Services, Social Services, Space Utilization
The U. S. Commissioner of Education proposes a new role for the neighborhood elementary school as a comprehensive child development center as well as an institution of learning. The neighborhood elementary schools should become the means of delivery of comprehensive child development services to the home and neighborhood for four reasons: (1) the neighborhood school is situated in a strategic location where services can be easily dispensed to the homes; (2) the neighborhood school can provide public health services without costly duplication of facilities and personnel; (3) the neighborhood school can provide social and rehabilitative services offered by State and Federal assistance programs; and (4) the neighborhood school can also function as a center for early childhood education services. Those individuals or boards who have the control of the schools should take the initiative to redefine the role and expand the mission of the neighborhood elementary school as a child development center. The major thrust of the States in the field of early childhood development should be to the home through the school districts' neighborhood elementary schools. (CS)

ED 096 007 PS 007 472
Buckenmeyer, Robert
Language and the Cultural Life of a Child. (Lenguaje y Cultura de La Vida de un Nino).
Pub Date Apr 73
Note—26p.; Paper presented at the International Multi-lingual Multi-cultural Conference (1st, San Diego, California, April 1973). Spanish-English Edition
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Behavior Problems, Demonstration Programs, *Early Childhood Education, Educational Problems, *Guidelines, *Identification, Learning Activities, Parent Participation, *Problem Children, Program Development, Public Relations, Resource Guides, School Community Relationship, *Screening Tests, Special Health Problems, Testing
Identifiers—*Early Screening Program, ESP
These guidelines offer information necessary to define, organize, and implement a screening program for preschool children that identifies suspected physical, behavioral, and educational problems that may interfere with children's ability to achieve success in school. An Early Screening Program (ESP) utilizes testing devices to aid problem identification; intervention is initiated on the basis of the test results. A description of procedures for organizing an ESP involve a discussion of school and community cooperation, the roles of the primary initiators and implementer of the ESP, and the use of consulting services. Public relations aspects, procedures and resources for follow-through, determination of program structure, a training program for test administration, and parent relations are facets of program implementation outlined. The three appendixes contain suggestions for learning activities in followup, a directory of resources, a survey of screening instruments and procedures, and descriptions of four program models. (SDH)

ED 096 008 PS 007 473
The Young Child: Approaches to Action in Developing Countries.
United Nations Children's Fund, New York, N.Y.
Pub Date 27 Mar 74
Note—68p.; A Draft Report and Recommendations by the Executive Director
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Administrator Education, Child Care Workers, Community Involvement, *Developing Nations, *Early Childhood Education, Educational Improvement, Environmental Influences, Family Environment, Guidelines, *Health Services, Inservice Education, *Personnel Policy, Policy Formation, Program Development, *Social Services, Training Objectives
Identifiers—United Nations Economic and Social Council
This report discusses the training of personnel who influence the health, education and social integration of children (from birth until school entry age) who live in developing areas or who belong to underprivileged groups in wealthy countries. The report is based on experiments already carried out in various parts of the world and on data collected and discussions held during more than 20 years of educational work by the International Children's Centre team. Chapters include discussions of young children's physical development, community involvement, the training of health personnel, administrators and planners, continuous and inservice training, as well as descriptions of programs and materials. The report emphasizes the connection between the child's physical health, his psychological development and his family and social integration and stresses the need for providing a common base of knowledge for early childhood personnel. (Author/CS)

ED 096 009 PS 007 476
Curriculum in Early Childhood Education.
Bernard Van Leer Foundation, The Hague (Netherlands).
Pub Date [74]
Note—172p.; Report of the Seminar on Curriculum in Compensatory Early Childhood Education (Jerusalem, November 15-25, 1972)
Available from—Bernard van Leer Foundation, Postbox 1905, Koninginnegracht 52, The Hague, Netherlands ($5.50, paper)
Document Not Available from EDRS.
Descriptors—Community Involvement, *Compensatory Education, *Cross Cultural Studies, *Curriculum Development, *Disadvantaged Youth, *Early Childhood Education, Family Environment, Interdisciplinary Approach, Intervention, Language Development, Program Descriptions, Socioeconomic Influences, Teacher Participation
At a seminar on Compensatory Early Childhood Education held in Jerusalem in the fall of 1972 the idea of compensatory education and its viability in cross cultural terms was examined in conjunction with a critical review of the whole notion of social and cultural disadvantage. Twenty-two participants from international governmental organizations and private foundations represented 12 countries. This report attempts to provide as thorough a conspectus as possible of the seminar's deliberations and a re-creation of its climate and atmosphere. The report contains the texts of three papers presented by Professor Jack Tizard (University of London), who spoke on "The Disadvantaged Child and his Characteristics," Dr. Sara Smilansky (Tel Aviv University) who introduced "The Concept of Curriculum as a Strategy for Intervention," and Mr. Dudley Grant (Director for the Center for Early Childhood Education, University of the West Indies) who focused on "Implementation: A Central Problem in Curriculum Change." Two background papers are also included: "Compensatory Education for Aboriginal Children in Queensland" by Mr. Norman Alford (Dept. of Education, Queensland) and "The Athione Early Learning Centre, South Africa" by Dr. Frank Dessel (Cape Educational Trust). A summary overview of all the papers submitted is also contained in this report, along with a short bibliography of related readings, and a list of the conference participants. (Author/CS)

ED 096 010 PS 007 479
Jennings, Kay D.
Orientation to the Social vs. Physical Environment: Relationship to Intellectual Abilities of Preschool Children.
Pub Date 7 Mar 74
Note—12p.; Paper presented at the Biennial Southeastern Conference of the Society for Research in Child Development (3rd, Chapel Hill, North Carolina, March 7, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Activities, *Cognitive Ability, Early Experience, *Intellectual Development, Interpersonal Relationship, Models, Object Manipulation, Observation, *Orientation, Peer Relationship, Play, *Preschool Children, Preschool Tests, Social Behavior, *Social Development, Tables (Data)
Identifiers—*People vs Object Orientation
In this study, preferences for activities with people vs. objects were examined in preschool children and related to two kinds of intellectual abilities. Children with high object orientation were expected to be relatively advanced in organizing and classifying physical objects. In contrast, children with high people orientation were expected to be relatively advanced in social kinds of knowledge. Subjects used in the study were 38 white, middle class children; their mean age was 4 years and 10 months. Data were gathered from these sources: (1) observation of the children during a free play hour in nursery school; (2) four tests of knowledge of the physical environment; (3) six tests of social knowledge; (4) a sociometric measure of peer popularity; and (5) ratings on the qualitative aspects of each child's play behavior. Findings indicated that object-oriented children did perform better on tests of ability to organize and classify physical materials. No relationship was found between people-oriented children and their social scores. Performance on the social tests was found to be related instead to greater popularity among peers and higher ratings on the quality of social behavior. In conclusion, two interactive models suggested by the results are discussed. (SDH)

ED 096 011 PS 007 485
Price, Gay H. Dabbs, James M., Jr.
Sex, Setting, and Personal Space: Changes as Children Grow Older.
Georgia State Univ., Atlanta.
Spons Agency—Public Health Service (DHEW), Washington, D.C.
Pub Date Aug 74
Note—2p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 30-September 3, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Age Differences, Analysis of Variance, *Distance, *Elementary School Students, Environmental Influences, *Interpersonal Relationship, Models, Peer Relationship, *Secondary School Students, Sex Differences, *Social Development, Space Orientation, Student Behavior
This study examined the effects of age, sex, and setting on interpersonal physical distance (IPD) preferences among 160 1st, 5th, 9th, and 12th grade white public school students. Within each grade, subjects were tested two at a time in same-sex pairs. Subjects' IPD preferences were tested by both direct and indirect modes of measurement in "corner" and "center" settings. Indirect measures were poorly correlated with the direct measures and showed no effects. Analysis of the direct measures showed IPD to be greater among older than among younger children; greater among males than among females; and greater in the corner than in the center setting. There were also significant interactions of age with sex and with setting. Sex differences were less marked among younger than among older subjects. Younger and older subjects reacted differently to the corner and center settings, with the youngest children maintaining closer IPD in the corner setting and all other subjects maintaining closer IPD in the center setting. (Author/CS)

ED 096 012 PS 007 487
Rocha, Ramon M.
Head Start: Does It Reduce the Use of Special Education Services in Grades 1-3?
Pub Date [74]
Note—9p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Compensatory Education Programs, *Disadvantaged Youth, Educable Mentally Handicapped, *Elementary School Students, Hypothesis Testing, Information Sources, Psychological Services, Remedial Reading, *Special Education, *Special Services, Speech Therapy, Teacher Attitudes
Identifiers—*Project Head Start
The purpose of this study was to: (1) investigate the use of special education services in grades 1-3 by 48 children who had attended Head Start, (2) to investigate the use of special education services by a matched group of 48 children who were eligible for but had not attended Head Start, and (3) to compare the differences between the two groups in the use of special education services. It was hypothesized that there would be no differences between the two groups. The Iowa City School District provided four types of special education services: speech therapy, remedial reading, psychological services, and classes for the educable mentally retarded. Based on the data collected, children from the Head Start group used more special education services than children from the non-Head Start group. The one exception to this finding was related to use of classes for the educable mentally retarded. The data revealed that only one child of the 48 pairs had been placed in a class for the mentally retarded. Possible reasons for the results of this study are discussed. (Author/CS)

ED 096 013 PS 007 490
Kornfeld, Maurine
Home-SAFE: A New Approach in Day Care for the Young Child.
Pub Date Apr 74
Note—13p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (51st, San Francisco, California, April 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Agency Role, *Child Rearing, *Day Care Programs, Emotional Development, *Family Environment, Group Discussion, Intellectual Development, Learning Activities, *One Parent Family, Parent Child Relationship, Participant Characteristics, Pilot Projects, *Program Descriptions, Social Development, Volunteers, Working Women
Identifiers—Family Day Care
The Los Angeles Section, National Council of Jewish Women, has developed an innovative pilot program in day care geared to the changing life style of child rearing by single parents. Home-SAFE provides children a warm, secure environment in supervised, subsidized, licensed day care homes, and includes enrichment activities by trained volunteers; professional counseling to working mothers, children, and day care mothers; group counseling for working single parents providing an opportunity to discuss and solve common problems of loneliness of single parenthood, child rearing, and individual concerns and conflicts. (Author/CS)

ED 096 014 PS 007 491
Bugbee, Mary And Others
Experimental Shifting of Teaching Modes in Preschool.
Pub Date 12 Apr 74
Note—16p.; Paper presented at the Annual Meeting of the Southern Society for Philosophy and Psychology (66th, Tampa, Florida, April 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Behavior Change, Classroom Observation Techniques, *Classroom Research, Instructional Programs, Interaction Process Analysis, Intermode Differences, Objectives, Performance Criteria, *Preschool Teachers, *Teacher Behavior, Teaching Methods, *Teaching Styles, Training
Identifiers—*Project Head Start
This study was designed to determine whether regular Head Start teachers trained as "experimenters" could produce two different teaching modes (combinations of techniques) in two consecutive sessions, using the same lesson content. Each of six Head Start teachers was asked to teach a 10-minute classification lesson to four children, using a set of assorted objects and teaching in a specified mode (e.g., Giving to the Group). Then, with another group of children, the teacher was to replicate the lesson, shifting to her second targeted mode (e.g., Asking Individuals). The problem to be investigated was whether teachers trained to observe, classify, and modify their own teaching behavior would be able to shift from one mode to another, if lesson goal and materials were kept constant. Also of interest were questions related to variability of teacher behavior within treatments and the general problem of experimental control in classroom studies. Results indicated that despite individual variability the teachers were quite effective in altering their behavior on the experimental variable. They exhibited a high level of performance both in producing their assigned modes and in shifting from one distinct mode to another. (Author/CS)

ED 096 015 PS 007 494
Skarin, Kurt Moely, Barbara E.
Sex Differences in Competition - Cooperation Behavior of Eight-Year-Old Children.
Pub Date Mar 74
Note—11p.; Paper presented at the Biennial Southeastern Conference of the Society for Research in Child Development (3rd, Chapel Hill, N.C., March 7-9, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Behavior Patterns, *Elementary School Students, Games, *Goal Orientation, Groups, Instruction, *Interaction Process Analysis, Rewards, *Sex Differences, Sex Stereotypes, *Teamwork
Identifiers—*Competition Cooperation Behavior
This study investigated: (1) the differences in competition-cooperation behavior of male and female children in a two-person game; and (2) whether sex differences in behavior were affected by either the sex of the game partner or by instructions. Subjects were 72 urban, middle class boys and girls. Their mean age was 7 years 11 months. Children were tested in pair groupings which included included 12 boy-boy, 12 girl-girl and 12 boy-girl pairs. The object of the game used in the behavior evaluation was to move a marker from the middle of the game board to either goal. Each partner could move only one place at a time: towards his own goal (competitive moves), his partner's goal (cooperative moves) or sideways (neutral moves). After each pair had completed six trials of the game, instructions were given which either stressed group orientation and deemphasized competitiveness or stressed individual orientation and competitiveness. Twelve additional trial games were then played. Results indicated that girls show a greater flexibility of behavior as a function of sex of partner or of instructions than boys do. In comparison to girls, boys show constant highly competitive behavior. (SDH)

ED 096 016 PS 007 496
Price, Jean B., II
The Development of Competence in Young Children: A Function of Parenting Styles.
Pub Date [74]
Note—18p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Behavior Patterns, *Child Development, Child Rearing, Cognitive Ability, *Developmental Psychology, Early Childhood, Intellectual Development, *Interaction Process Analysis, Language Development, Mother Attitudes, Parent Attitudes, *Parent Child Relationship, Social Development, Socioeconomic Influences, *Teaching Styles
Identifiers—Harvard Preschool Project
This position paper surveys recent study results on the variable effects of both socioeconomic status and parent-child relationships on the development of competence in young children. Research results imply that certain ways that parents interact with their children are more effective than others in aiding the development of a child's social, intellectual, and language abilities. In this connection, an overview and analysis of the Harvard Preschool Project study of the development of competence in young children is presented. Discussion centers around the following questions: Do the characteristics of competence occur in the same sequence in children of different cultures? Are these characteristics dependent on internal developmental structures similar to those that have been theoretically described by Jean Piaget? How much attention should be given to studying the existence and importance of critical periods? Should parenthood be a licensed profession requiring special preparation? And how much influence should the state exercise in the family life of its citizens? (Author/CS)

ED 096 017 PS 007 502
Angrist, Shirley S. Lave, Judith R.
Economic, Social and Policy Aspects of Child Care: A Quantitative Analysis of Child Care Arrangements of Working Mothers. Report of a Study.
Carnegie-Mellon Univ., Pittsburgh, Pa. School of Urban and Public Affairs.
Spons Agency—Office of Child Development (DHEW), Washington, D.C.
Pub Date Mar 74
Note—14p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Day Care Services, Financial Problems, *Parent Attitudes, *Program Improvement, Public Opinion, *Questionnaires, School Industry Relationship, Socioeconomic Influences, *Working Women
To determine what child care arrangements are made by employed mothers, how much they spend for child care, and their potential use of other arrangements including day care, a study was conducted in the Pittsburgh area early in 1973. Included were four work settings which employ women in a variety of occupations. A structured questionnaire was mailed to 819 women workers: (1) white collar workers at two universities, (2) unskilled and professional workers in a hospital, and (3) semi-skilled workers in a food processing plant. The distribution of the responses to the questionnaire, an analysis of the factors affecting the mode of child care and the level of child care expenditures are included in this general description of the study and its findings. In general, the respondents were satisfied with their current arrangements, but expressed support for government or industry-related child care arrangements which would be easily assessible and inexpensive. (CS)

ED 096 018 PS 007 516
Boger, Robert P. And Others
Maternal Involvement in Day Care: A Comparison of Incentives. Final Report.
Michigan State Univ., East Lansing. Inst. for Family and Child Study.
Spons Agency—Office of Child Development (D-HEW), Washington, D.C.
Report No—OCD-CB-243
Pub Date 31 May 74
Note—183p.
EDRS Price MF-$0.75 HC-$9.00 PLUS POSTAGE
Descriptors—Attendance Patterns, *Day Care Programs, Demography, Family Structure, *Incentive Systems, Literature Reviews, Mother Attitudes, *Parent Child Relationship, Parent Education, *Parent Participation, Preschool Children, *Self Concept, Self Esteem, Tables (Data), Tests, Welfare Recipients
Identifiers—Parents Are Teachers Too Program, PTT
This study investigated: (1) the use of financial incentives as a method of initiating and maintaining the day care mother's involvement in a parent education program; and (2) the influence of financial incentives on the quality of mother-child interaction and the child's self concept. The Parents Are Teachers Too Program (PTT) was offered for 12 weekly sessions at six day care centers in different Michigan cities. Three incentive conditions were operating: Incentive 1 paid a $5 stipend to each mother for each meeting attended; Incentive 2 provided babysitting and transportation for each meeting attended; and Incentive 3 provided no incentive other than the program itself. The principal dependent measure was maternal attendance at PTT sessions. Child self-esteem and the quality of mother-child interaction were also measured. Results indicated that (1) There was significantly more attendance in incentive conditions 1 and 2; (2) incentive 1 initiated and maintained more attendance than Incentive 2; (3) there was significant positive change in child self concept in all conditions; (4) Children evidenced greater positive change in self concept in Incentive 3; and (5) No significant changes on mother-child interaction measures were evidenced based on incentives or attendance. (Author/SDH)

ED 096 019 PS 007 526
Howard, Norma K., Comp.
Open Education: An Abstract Bibliography (Supplement #1).
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date Sep 74
Note—95p.
Available from—Publications Office/I.R.E.C., College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 120, $2.50)
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—*Annotated Bibliographies, Educational Objectives, *Elementary Education, *Open Education, *Open Plan Schools, Parent Attitudes, Self Directed Classrooms, Student Teacher Relationship, Teacher Attitudes, Teacher Education, Teacher Role, Teaching Guides, *Teaching Styles, Team Teaching
This bibliography, compiled to update an earlier publication on the subject, contains 172 references selected from the recent collection of ERIC documents on open education. Entries are included from both Research in Education (RIE) and Current Index to Journals in Education (CIJE) for January 1973 through July 1974. The descriptor (index) terms used in searching RIE and CIJE were "Open Education" and "Open Plan Schools." (Author/SDH)

ED 096 020 PS 007 546
Walton, Mildred L.
Mothers as Key Educators of their Preschool Children.
Pub Date Sep 73
Note—33p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Behavior Rating Scales, Family School Relationship, Home Instruction, *Intervention, Kindergarten Children, Learning Activities, Literature Reviews, *Mothers, *Parent Child Relationship, *Parent Participation, Preschool Curriculum, *Preschool Education, Readiness (Mental), Social Behavior, Teaching Guides, Verbal Ability
In keeping with the trend toward greater parent participation in the education of their children, a preschool intervention program designed to improve the educability of children who would enter kindergarten at the start of a fall term was conducted in one elementary school. The major purpose of the project was to determine if mothers would accept the role of home teachers for their prekindergarten children on a regular basis, using school-prescribed tasks. A sample of 12 mothers and their children was studied. Mother-instruction was measured by a checklist that obtained information about the extent to which mothers engaged in teaching the prescribed activities at home. A teacher observation survey recorded ability of the child to perform supervised skill activities. It was found that mothers in the program did show an active interest in school-home relationships, as evidenced by the regularity with which they accepted the role of home teacher. The pupils in the project, after entering kindergarten, were better adjusted socially and performed better in verbal expression than classmates who had not participated in the project. Based on findings in this program, it is recommended that the parent's involvement as home teachers be extended throughout the school career of their children. (Author)

ED 096 021 PS 007 547
Hasegawa, Pam, Comp.
What Is Quality Family Day Care?
Pacific Oaks Coll., Pasadena, Calif.
Pub Date Oct 72
Note—4p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Day Care Services, *Elementary School Students, Emotional Development, *Family Environment, Family Relationship, Flexible Schedules, Interpersonal Relationship, Learning Activities, Parent Participation, Parent Role, Peer Relationship, *Preschool Children, *Program Descriptions
Identifiers—*Family Day Care
This position paper describes several aspects of ideal family day care. The importance of a mother substitute and a "home away from home" in which both preschool and school-age children are free to be themselves is emphasized. The key to an optimal relationship between the natural and day care parents is mutual cooperation, friendship and confidence. Each child has the greatest opportunity to develop emotional maturity if he is placed in a setting which respects and encourages his uniqueness. Flexibility of the day care mother can allow for unusual preferences, sick care and the provision of special adult and peer relationships. In addition, the entire home is an environment for learning, and the advantages of home care are evident in many areas of the child's developmental growth. The individual characteristics of the family day care mother are also important; factors such as her time availability, emotional makeup, abilities, and belief in what she is doing are instrumental in determining the results of her care. (SDH)

RC

ED 096 022 RC 001 946
Greene, Shirley E.
The Education of Migrant Children. A Study of the Educational Opportunities and Experiences of Agricultural Migrants.
National Education Association, Washington, D.C. Dept. of Rural Education.
Pub Date 54
Note—189p.; Out of print
EDRS Price MF-$0.75 HC-$9.00 PLUS POSTAGE
Descriptors—Attitudes, *Curriculum Development, Economic Factors, Educational Background, *Educational Opportunities, Experimental Programs, *Migrant Child Education, *Minority Groups, Parent Attitudes, *Research Projects. Research Reviews (Publications), Tables (Data)
In 1951, the National Council on Agricultural Life and Labor and 6 of its member organizations sponsored a research project designed to provide a factual, objective basis for plans and programs to improve the educational opportunities and experience of migratory agricultural workers' children. The project extended from July 1, 1952 to December 31, 1953 with field work confined largely from January to June 1953. Four study centers were selected: "Glades" area, Palm Beach County, Florida; Northampton County, Virginia; Seguin Independent School District, Guadalupe County, Texas; and Hoopeston-Milford-Rossville School Districts, Vermilion and Iroquois Counties, Illinois. Field work consisted of interviews with migrant families, teachers, principals, and other informed persons; securing transcripts of the child's school records; and meetings and discussions with local groups. This report discusses the study; a migrant pupil testing program involving 428 children in the Florida study center; and a 6-week experimental school for migrant children near Waupun, Wisconsin during the summer of 1953. It also reviews other major studies on migrant education conducted since 1935. (NQ)

ED 096 023 RC 008 043
Lee, Anne S. Bowles, Gladys K.
Policy Implications of the Movement of Blacks Out of the Rural South.
Georgia Univ., Athens.
Spons Agency—Economic Research Service (DOA), Washington, D.C.; National Science Foundation, Washington, D.C. RANN Program.
Pub Date 5 Feb 74
Note—9p.; Paper presented to the Rural Sociology Section at the Annual Meeting of the Southern Association of Agricultural Scientists (Memphis, Tennessee, February 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Government Role, *Human Services, Individual Characteristics, Migrants, *Migration Patterns, Needs, *Negroes, Policy Formation, Relocation, *Rural Areas, *Rural Urban Differences
Implicit or explicit national governmental actions designed to perpetuate, change conditions, maintain the status quo, or introduce change (although not designed for that purpose) are known as policy. Some of these actions relate directly to population distribution from early land grants to present urban renewal and rural development activities. Others relating to agriculture, growth, and relocation of industries and government facilities, expansion of higher education opportunities, service in the armed forces, housing, and the widespread construction of transportation systems have had unanticipated impacts on population relocation. Shifts in demands for services have also resulted in population redistribution. When these occur, the government must consider their impact in formulating policies; existing policies must be evaluated and their implementation mechanisms reassessed or new programs devised. Factors which should be considered are: (1) the numbers involved, (2) the locations affected, (3) the migrant's importance in his parent and host populations, and (4) characteristics of people which predispose them to require specialized services. In recent decades, the heavy movement of blacks out of the rural South has produced shifts in service needs. This outmigration effected compositional changes in both rural and urban populations, affecting the urban South, the urban non-South, and the rural South. The paper also examines some policy implications related to service needs caused by this movement. (NQ)

ED 096 024 RC 008 048
Drabick, Lawrence W.
Occupational and Educational Expectations of Northern and Southern Youth: A Preliminary Comparison.
Pub Date Feb 74
Note—9p.; Paper presented to the Rural Sociology Section at the Annual Meeting of the Southern Association of Agricultural Scientists (Memphis, Tennessee, February 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Area Studies, Behavior Theories, Community Attitudes, Comparative Analysis, Demography, *Educational Planning, *Expectation, Geographic Location, High School Students, *Occupational Surveys, Perception, Residence Requirements, *Rural Areas, Seniors

Identifiers—North Carolina, North Dakota

The paper addresses variations in the occupational and educational expectations of high school seniors from two geographic regions of the U.S. It gives particular emphasis to differences in the proportions with high expectations, to the relationships between those proportions and certain personal-social characteristics of the respondents, to respondents' perception of source of influence on occupational and educational decisions, and to respondents' perception of the attitude of their parents toward those decisions. The basic premise of the paper is that factors associated with geographic residency affect the behaviors and perceptions of residents. The contention is that geographic climatic and terrain imperatives, normative patterns associated with ethnic composition of the population, expectation and perceptual sets developing from occupational and religious characteristics, traditions based on differing historical precedents, and similar factors will be reflected in actual behaviors as well as in attitudinal patterns. The 1970 North Carolina sample consisted of somewhat more than 3,000 respondents; that from North Dakota (1973) was a little more than one-third as large. Comparison of the total sample from each State shows that the proportion of the North Dakota sample with high educational and vocational expectation was slightly higher than in North Carolina. The difference was somewhat greater for vocational expectation, but in each case was sufficiently small that one need not attach much meaning to it. Thus, the differences tend to support the contention regarding influence of socially derived consequences of geographic location. (KM)

ED 096 025 RC 008 049

Stuart, Nina G. Dunkelberger, J. E.

Educational Projections of Southern Appalachian Youth: High School Seniors in Northeast Alabama, 1966-1972.

Auburn Univ., Ala. Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Pub Date Feb 74

Note—9p.; Paper presented to the Rural Sociology Section at the Annual Meeting of the Southern Association of Agricultural Scientists (Memphis, Tennessee, February 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Academic Aspiration, Anglo Americans, Changing Attitudes, Comparative Analysis, *Expectation, Females, *High School Students, Males, Negroes, Personal Values, *Rural Youth, *Seniors, Tables (Data)

Identifiers—*Alabama

Historical changes reflected in the educational goals of black and white high school seniors in 1966 and 1972 were compared. The five orientation dimensions studied were aspiration, expectation, goal deflection, goal certainty, and goal intensity. Data were collected in the four contiguous Northeast Alabama counties of Cherokee, DeKalb, Jackson, and Marshall. These counties, which corresponded most closely to traditional Appalachia, were mountainous, predominantly rural, and characterized by low incomes and poor living conditions. In 1966, the sample consisted of 924 students in 19 high schools. In 1972, 918 students in 15 of the original 19 schools comprised the sample. Questionnaires were group administered to all seniors. Among the findings were: (1) educational aspirations of black and white boys were generally lower in 1972; (2) educational expectation levels of boys were generally lower in 1972 while female expectations were not; (3) rates of anticipatory goal deflection did not change greatly from 1966 to 1972; and (4) black boys and girls revealed more certainty about achieving their expected goal in 1972. Findings indicated that Northeast Alabama youth showed a rather consistent trend toward a lowering of their educational goals and a weaker value for education. Future historical comparisons were recommended to determine whether these changes represent merely a short-term trend or are more indicative of a long-term shift in societal values. The findings are presented in separate tables by sex for each of the five orientation dimensions. (NQ)

ED 096 026 RC 008 050

Feller, Barbara A.

Rural-Urban Differences in Scholastic Performance in College.

Pub Date 6 Feb 74

Note—15p.; Paper presented to the Rural Sociology Section at the Annual Meeting of the Southern Association of Agricultural Scientists (Memphis, Tennessee, February 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Academic Achievement, *Anglo Americans, *College Freshmen, College Students, Data Analysis, Grades (Scholastic), Intelligence, Migrants, *Rural Urban Differences, Sex (Characteristics), *Single Students, Social Class, Success Factors, Typology

The study examined: (1) the effects of rural-urban background and social class on scholastic performance in college, and (2) the rural-urban differences in scholastic performance when controlled for social class, sex, and measured intelligence. Data originally collected by students' self-reports and administrative records for panel-designed researches at Stanford University (1958-1965) and the University of Oregon (1961-1967) were pooled for this study. The sample consisted of 645 students from "urban" backgrounds and 84 students from "rural-small town" backgrounds selected from all full-time, first-year, unmarried, native-born, Caucasian freshmen males and females between the ages of 17 and 20 attending Stanford University, the University of Oregon, or the Oregon Honors College. Major variables were rural-urban background, social class, measured intelligence, and academic performance. Results indicated that: (1) there are very slight rural-urban differences in high school and college performance regardless of sex and/or social class; (2) while neither rural-urban nor social class background is more important it is the combination of rural-urban background, social class, and sex that has more predictive potential; (3) the top one-third of the 12 types of achievers consists mostly of urban non-middle class female students while the lower one-third is composed of rural, middle class males; and (4) since college performance is influenced by college potential (which is affected by sex, class, and rural-urban background) selection effects are operative. (NQ)

ED 096 027 RC 008 051

Drabick, Lawrence W.

Some Longitudinal Perspectives on the Education Expectation of Rural Youth.

Pub Date Feb 74

Note—8p.; Paper presented to the Rural Sociology Section at the Annual Meeting of the Southern Association of Agricultural Scientists (Memphis, Tennessee, February 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Changing Attitudes, Education, *Expectation, *High School Students, *Longitudinal Studies, *Rural Youth, *Seniors, Tables (Data), Urban Youth

Identifiers—*North Carolina

The paper illustrates time-series variation in educational expectations of high school seniors. Two contentions pertaining to educational expectations have been that (1) the expectations of youth as a whole are rising, and (2) the traditional variance between rural and urban youth are depreciating. Based on data obtained from North Carolina high school seniors in 1963 and 1970, these contentions were investigated together with a number of indicator variable relationships. The sample consisted of about 1,200 students in 1963 and approximately 3,100 in 1970. The latter had a larger urban component and included a limited number of non-public school students. Data were presented on the assumption that observed differences in expectation between the 1963 and 1970 students result from the influence of time and its associated variables. Some findings were: (1) 28 percent of the 1963 students indicated high educational expectations compared to 35 percent in 1970; (2) expectation was high in 1970 in all but one of the 14 comparisons; (3) expectation among black students in 1963 exceeded that of 1970; and (4) the ratio of difference in proportions of urban and rural residents with high educational expectations decreased slightly in 1970 although the gross expectation of urban residents remained substantially greater than that of rural respondents. Data gathered from about 1,000 high school seniors in North Dakota in spring 1973 are presented in the tables, but due to geographic and social variances are not used in time-sequence analysis of the North Carolina data. (NQ)

ED 096 028 RC 008 052

Knapp, Melvin Smith, Robert

Educational Projections of Georgia Rural Youth: A Historical Comparison.

Georgia Agricultural Experiment Stations, Athens.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Pub Date Feb 74

Note—10p.; Paper presented to the Rural Sociology Section at the Annual Meeting of the Southern Association of Agricultural Scientists (Memphis, Tennessee, February 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Academic Aspiration, Caucasians, *Changing Attitudes, *County School Systems, Expectation, Females, *Grade 10, Males, Negroes, *Rural Youth, Socioeconomic Status

Identifiers—*Georgia

The historical change in educational status projections of Georgia rural youth was examined from 1966-1972. Used as the sampling unit, counties were: (1) rural, (2) characterized by low socioeconomic status, and (3) representative of all state regions. All schools in each county with a 10th grade class were used, although not necessarily the same schools at both times due to desegregation and private school formations. Identical questionnaire and testing procedures were used both times. Responses ranged from: (1) quitting high school to pursuing post graduate work, and (2) most to least important for importance of education. Some findings were: (1) educational aspirations had not undergone any major changes from 1966 to 1972; (2) educational expectations decreased rather strongly from 1966 to 1972 for black males and white females, but only minimally for black females and white males; (3) the modal expectation category was to complete high school and pursue some vocational or technical training both in 1966 and 1972; (4) urban residence and high family status occupations were related positively to high educational aspirations and expectations for white males and females but not for black males and females; and (5) education was ranked less important in 1972 by white rural youth than by black youth. (NQ)

ED 096 029 RC 008 053

Taft, Earl A.

Relationships Between Family Disability and Internal Family Interaction: The Case of Southern Metropolitan and Nonmetropolitan Blacks.

Prairie View A and M Coll., Texas.; Texas A and M Univ., College Station. Texas Agricultural Extension Service.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Pub Date Feb 74

Note—23p.; Paper presented to the Rural Sociology Section at the Annual Meeting of the Southern Association of Agricultural Scientists (Memphis, Tennessee, February 1974) For related document, see ED 086 381

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Comparative Analysis, *Family Life, Females, Interaction, *Metropolitan Areas, *Negroes, *Physically Handicapped, *Rural Areas, Rural Urban Differences

Identifiers—*Texas

The study examined the extent to which family membership disability affects the magnitude of internal family interaction. Metropolitan (M), and nonmetropolitan (NM), and family structural type were controlled. Data were obtained from black families living in a Southeast Texas county (M), the county seat, and two small open-country villages in an East Texas county (NM). Interviews were conducted during the summers of 1970 (NM) and 1971 (M). The respondents were female homemakers not over 65 years of age and not under 18 (unless the mother of a household child) with children under 18 in the household. An overriding study limitation was the small number of disabled families in the two study units, thus making the findings on degrees of disability vs. degrees of interaction rather tentative. Major conclusions were: (1) disabled families generally experience lower levels of internal family interaction; (2) no universal relationships exist between the degree of family membership disability and the degree of internal family interaction; (3) neither community nor family type sig-

nificantly influence the impact of the incidence of family membership disability on the magnitude of internal family interaction; and (4) certain community and family types influence relationship between the degree of family membership disability and the degree of internal family interaction which are not universally observable. (NQ)

ED 096 030 RC 008 057

Cibrario, Dominic J.

The Pueblo Indians of New Mexico: An Analysis of the Educational System.

Pub Date [74]

Note—49p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*American Indians, Attitudes, Biculturalism, *Bilingual Education, Comparative Analysis, *Cultural Background, Demography, *Educational Research, History, Native Speakers, Reservations (Indian), *School Systems, Tribes

Identifiers—*Pueblos

Educational systems (both tribal and formal) of the Pueblo Indians, including Taos, San Juan, Tesuque, Zia, Zuni, and the Bernalillo District in New Mexico, were analyzed. The analysis included discerning whether or not (1) the Pueblos' traditional culture and heritage is being taught and to what extent and (2) bilingual and bicultural studies have been implemented in the elementary and/or secondary schools on the reservations and to what degree. Interviews were conducted at day schools operated by the Bureau of Indian Affairs, the All Tribes Mission School, and schools in the Zuni area. Students, teachers, school personnel, and parents were questioned about tribal and formal education. It was found that so far San Juan has been the only pueblo to introduce bilingual and bicultural studies into the elementary school. The others prefer to keep the tribal and formal educational systems departmentalized with tribal education in the kivas. Even though bilingual and bicultural studies have not been developed at Taos, Tesuque, Zia, and Zuni, Indian aids who speak the language of the pueblo have been hired to reinforce instruction. This paper also discusses the history, language, and educational and population statistics of the Pueblo Indians. (NQ)

ED 096 031 RC 008 058

Jehlik, Paul J.

Rural Development: Goals, Dynamics, Crises and Recommendations.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Pub Date 12 Apr 74

Note—8p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Montreal, Quebec, August 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Community Development, Educational Development, Extension Agents, Federal Aid, *Federal Legislation, History, Natural Resources, *Objectives, Planning, Problems, *Program Development, *Research Needs, *Rural Development

The continuing transition of rural development from its old to present day form is discussed, treating varied perceptions of its goals and the continuing resolution of approaches through legislation and appropriations. Some of the goals are community development, human resources development, natural resources preservation, and a more equitable distribution of benefits. The rural development dynamics to accomplish these goals include appropriations, the projects developed by State Agricultural Experiment Stations, and community improvement research. The Rural Development Act of 1972, the first concrete legislative commitment for a joint research-extension effort toward solving rural development problems, includes programs for education, research, credit and other financial assistance, and planning. The paper also cites some rural development crises--lack of organization of development efforts, the underdevelopment process and lack of alternatives (especially in relation to the land grant universities), food and energy shortages, and the depletion of natural resources. Overall, though, the assumption is made that despite a slow start and lack of strong viable support, rural development will continue as a program of interest and action for some time to come. (Author/KM)

ED 096 032 RC 008 059

Community Leader Characteristics, Problem Perception and Purposive Social Change: Putting It All Together.

Pub Date 74

Note—19p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Montreal, Quebec, August 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Agriculture, Change Strategies, Cognitive Processes, Communication (Thought Transfer), *Community Attitudes, *Community Leaders, Decision Making, Leadership Qualities, *Local Issues, Problem Solving, Regional Planning, *Rural Areas, *Social Change, Social Responsibility, Socioeconomic Influences

Identifiers—North Carolina

In developing programs to foster purposive social change, it is imperative that program planners receive information regarding the perceptions of those in key positions and the general public concerning the major problems or issues facing a county. This report assesses the characteristics of leaders from several North Carolina counties in regard to these perceptions, also comparing them with those of the general public. Responses for Section 1 (Community leader characteristics) were received from 511 community leaders in seven counties. At the same time, January 1973, a statewide survey of the State's general public determined their perceptions of community problems, which are compared with the community leaders' perceptions in Section 2. Section 3 deals with the implications drawn from the first two sections. The seven participating counties were self-selected, including one metropolitan (formerly rural), two metropolitan fringe, and four, rural. The study examined approximately 40 typical problems, such as education, public facilities, economic development, health, long range community planning, housing, and recreation. The varying importance to these different areas by the general public and the leaders may indicate that education and information programs are needed to make leadership, as well as the public at large, aware of the scope of the planning problem and the implications that may flow from the lack of planning. (KM)

ED 096 033 RC 008 060

Valencia, Atilano A.

The Cognitive and Affective Development of Elementary School Children in a Bilingual-Bicultural Learning Environment. A Study of the Grants Bilingual-Bicultural Education Program, Grants, New Mexico.

Grants Municipal Schools, N. Mex.

Pub Date Jun 74

Note—38p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Affective Behavior, American Indians, Anglo Americans, Biculturalism, *Bilingual Education, *Cognitive Development, *Elementary School Students, Learning, *Program Evaluation, *Spanish Americans, Statistical Data, Testing

Identifiers—*New Mexico

Providing relevant data, analyses, and observations, with particular reference to the cognitive and affective development of bilingual children, the 1973-74 Grants Bilingual-Bicultural Program evaluation determined the personnel's attitudes and perceptions about program components and operations and the children's responses to bilingual-bicultural instruction. Native American, Anglo, and Spanish surnamed children from 9 classroom groups (6 program and 3 non-program) in grades 1, 3, and 5 comprised the sample. Tests administered in Spanish and English, a 30 item questionnaire, and classroom observations were used. Due to the lack of tests in Native American dialects, reference to observations of Native American cultural features in the program was made rather than to cognitive achievement based on the tests. Tests included the Inter-American Series' Tests of Reading, the General Ability Test (Spanish version), and the Science Research Associates, Inc. (SRA) Achievement Series, Form E/Blue Level and the Primary Edition, Form E, Primary I and II. Some findings were: students gained significantly in oral vocabulary, numbers, general concepts, and cognitive processes based on verbal and pictorial stimuli in Spanish; 3rd grade students measured at or beyond grade level on the SRA Test; and the personnel felt the program was well coordinated, sufficiently supplied with materials and equipment, and effective in developing the children's bilingual ability and cognitive skills. (NQ)

ED 096 034 RC 008 061

Wahab, Zaher

The Mexican American Child and the Public School.

Pub Date Dec 72

Note—350p.; Ph.D. Dissertation, Stanford University

EDRS Price MF-$0.75 HC-$16.20 PLUS POSTAGE

Descriptors—*Acculturation, Attitudes, Change Strategies, Community Involvement, Educational Research, Human Services, Institutional Role, Majority Attitudes, *Mexican Americans, *Public Schools, *Relevance (Education), *Sociocultural Patterns

Identifiers—*Chicanos

Primarily a study in the anthropology of education, the paper examines: (1) an institution charged with the task of cultural transmission, (2) the immediate sociocultural context of the school, and (3) some major sociocultural phenomena and processes both within the school and the community. This 1970 cultural transition study investigates the processes of the acculturation of Mexican American (or Chicano) children to the prevailing white middle class sociocultural system in the U.S. The public school as a formal means of cultural transition is a particular focus and the Coyote Elementary School (fictitious name) as a subsystem of the multiracial and multicultural town of Hidalgo (also fictitious) is the site. The various chapters cover: (1) research problems and methodology; (2) the sociocultural milieu of Coyote Elementary School; (3) social, cultural, religious, educational, and health institutions in Hidalgo; (4) an overview of Coyote Elementary School which generally focuses on services; (5) professional and human relations at the school; (6) teacher and staff attitudes toward Chicano students; and (7) a closer look at the school, which includes grade level organization, staff structure and organization, and teaching methods. Overall recommendations include the development of compensatory education programs for culturally different and low income children; institutional changes; and work on changing people's attitudes, values, and on creating a more humane society. (KM)

ED 096 035 RC 008 062

1973 Annual Rural Manpower Report [State of Oregon].

Oregon State Dept. of Employment, Salem.

Pub Date 73

Note—90p.

EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE

Descriptors—*Agricultural Laborers, *Annual Reports, Delivery Systems, *Human Services, Identification, *Manpower Development, Migrants, Planning, Program Effectiveness, *Rural Areas, Seasonal Laborers, Tables (Data), Unemployment

Identifiers—*Oregon

With increasing national and regional emphasis on serving the needs of rural people, especially migrants and farmworkers, increased effort was expended to provide services as effectively as possible. Problems remain, however, in clearly identifying and tallying these services so that efforts to provide equal access can reach all of the rural population. The first section of this 1973 Oregon Rural Manpower Report, planning, covers administrative organization, meetings attended during the year, and staff training programs. Economic developments include natural resources, energy, and trade. Employment and unemployment trends, comments from 21 local offices, and community development programs are also explained. Services for rural people cover Volunteer Rural Manpower Representatives, Seasonal Offices in "rural" and "urban" counties, the Central Oregon Functional Economic Area Project and the Cooperative Rural Manpower Project--Operation Hitchhike. Rural manpower programs and activities for farmworkers examine local recruitment programs, inter-area recruitment, and farm labor contractors. Problems remain in monitoring and evaluating the effectiveness of operations and service delivery, however, because of the difficulty in obtaining information in regard to the Secretary of

labor's 13 Points. The extensive tables include such things as argicultural activities, wages, and crops. (KM)

ED 096 036 RC 008 063
Nolan, Michael F. Heffernan, William D.
The Rural Development Act of 1972: A Critical Analysis.
Pub Date Aug 74
Note—18p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Montreal, Quebec, August 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Agricultural Occupations, *Community Development, Employment Potential, Failure Factors, *Federal Legislation, *Industrialization, Needs, Part Time Farmers, Population Growth, *Program Effectiveness, *Rural Development, Socioeconomic Influences, Working Women
Identifiers—RDA 72, *Rural Development Act of 1972

The paper traces the legislative history and philosophical assumptions of the Rural Development Act of 1972, one of the most important pieces of rural development legislation to be enacted. This paper examines Title I of the Act, which transformed and amended the Consolidated Farmers Home Administration Act of 1961 to encompass more rural development programs, and added major new loans and grants for rural industrialization. An overview of rural industrialization research examines the economic, community, and agricultural effects of this development, consistently indicating that industrialization does produce more jobs in the nonagricultural sector of the economy. Several studies also report, though, that only a small number of the jobs are filled by unemployed local persons; most are taken by people from outside the area. Rural industrialization guarantees very little in terms of overall community improvement, and, because of the quantity of small towns (there are about 300 in Missouri alone), answers for most communities must come from other sources. More than anything else, the need in rural development acts is for a far more critical analysis of the legislation before it is passed. (KM)

ED 096 037 95 RC 008 065
Wax, Murray L. Breunig, Robert G.
Study of the Community Impact of the Hopi Follow Through Program. Final Report.
Kansas Univ., Lawrence. Dept. of Sociology.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Bureau No—BR-2-0647-FR
Pub Date Oct 73
Grant—OEG-0-72-3946
Note—65p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*American Indians, Anglo Americans, Community Influence, Culture Conflict, Definitions, English (Second Language), *Interaction, *Parent Attitudes, *Parent Participation, Program Evaluation, *School Community Relationship
Identifiers—Arizona, *Hopis, Project Follow Through

The social and cultural distance between the schools serving American Indian children and their communities has been viewed as the source of many of the basic problems in Indian education. In 1968 the Hopi Indian Tribe of Arizona instituted a Follow Through Program to provide for such parental involvement in their schools' educational processes. This study looked at how Hopi parents defined formal education and the school and how that definition was affected by participation in the school program via Follow Through. Between 1970 and 1972 studies were made of Hopi attitudes toward formal education utilizing participant observations and semi-formal interviews. P. T. A. meetings, classrooms, teachers' and principals' meetings were observed. Using a standard questionnaire, 178 parents were interviewed. As a result of Hopi-Anglo interactions within the school context for the past 100 years, Hopi parents degined the schools as Anglo institutions where their children are sent to learn Anglo skills, especially English. Parental involvement via the Follow Through Program did not significantly change his definition because the program, designed and implemented from without the community, tended to reinforce and perpetuate the basic patterns of Anglo-Hopi interactions. (Author/NQ)

ED 096 038 RC 008 066
French, Laurence A.
Social Problems Among Cherokee Females: A Study of Cultural Ambivalence and Role Identity.
Pub Date 26 Aug 74
Note—21p.; Paper presented at Joint Meeting of the American Sociological Association and the Rural Sociological Society (Montreal, Quebec, August 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Acculturation, Aggression, *American Indians, Anti Social Behavior, *Culture Conflict, Integration Effects, Life Style, Majority Attitudes, Males, *Reservations (Indian), Sex Role, Social Adjustment, Tribes, *Womens Studies
Identifiers—*Cherokees

The extent to which the social maladjusted female role among the Eastern Band of Cherokees is a consequence of cultural ambivalence is investigated. The 28 problem families were examined in light of the adolescent/accommodative perspective whereby Federal paternalism is viewed as perpetuating a dependent adolescent behavioral life style among marginal Cherokees caught between two unobtainable cultural objectives: the traditional conservative harmony ethic vs. the dominant protestant ethic. The cultural identity problem is greater for the marginal Cherokee female than for her male counterpart. For men, cultural ambivalence takes the form of overtly aggressive behavior; for the female, there is a tendency to resort to sexual activity, which in turn enhances her biological role model. This subsequently results in early pregnancies, unwed mothers, premature marriages, and early divorces as well as child neglect, a situation made more significant by the matrilocal and matrilineal Cherokee family pattern. The marginal female, although having greater access to physical stigma resulting from social failure, has less of a chance to escape the anomic situation prevalent on the reservation, resulting in a continuation of these problems that are primarily transmitted through the primary family setting. (Author/KM)

ED 096 039 95 RC 008 067
Position Papers on Bilingual Bicultural Educational Manpower Development.
Montal Educational Associates, San Fernando, Calif.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Manpower Development and Training.
Pub Date Apr 74
Grant—OEG-0-73-5237
Note—82p.; For related documents, see RC 008 068-072. Papers from Symposium for Bilingual Bicultural Educational Manpower Development (Washington, D. C., March 14-16, 1974)
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—*Biculturalism, *Bilingual Education, Career Education, Curriculum Development, Educational Accountability, Educational Strategies, Federal Legislation, Females, Job Training, *Manpower Development, *Spanish Speaking, State of the Art Reviews, *Symposia

Selected by the Division of Manpower Development and Training, U. S. Office of Education (HEW, Washington, D. C.), the Montal Educational Associates conducted a Symposium for Bilingual-Bicultural Educational Manpower Development. The Symposium's purpose was to bring together Spanish Speaking educational and manpower experts from throughout the nation to discuss and identify educational manpower priorities and to prepare position papers for critical review and commonality. Held on March 14-16, 1974, the participants were representative of Chicanos, Puerto Ricans, Cubans, and Latin Americans from each region in the United States; and observers from the U. S. Office of Education, the Department of Health, Education, and Welfare, and the Department of Labor. This publication consists of the position papers which were critiqued by 40 to 50 experts at the Symposium: (1) "Strategies for the Inclusion of the Spanish Speaking in the Implementation of the Comprehensive Employment and Training Act of 1973"; (2) "Career Education, the Comprehensive Employment and Training Act of 1973 and the Spanish Speaking"; (3) "Bilingual-Bicultural Curriculum"; (4) "A Humanistic and Objective Approach to Accountability"; (5) "Staff Development"; and (6) "The Needs of the Spanish Speaking Mujer in Woman-Manpower Training Programs". (NQ)

ED 096 040 RC 008 068
Bray, Javier
Strategies for the Inclusion of the Spanish Speaking in the Implementation of the Comprehensive Employment and Training Act of 1973.
Pub Date 74
Note—16p.; For related documents, see RC 008 067; RC 008 069-072
Available from—Not available separately, see RC 008 067
Document Not Available from EDRS.
Descriptors—Background, *Change Strategies, *Employment Opportunities, *Federal Legislation, *Job Training, Manpower Development, Program Planning, Self Directed Groups, *Spanish Speaking, Vocational Education
Identifiers—CETA, *Comprehensive Employment and Training Act of 1973

The most obvious factor common to the Spanish Speaking is their lack of control and minimal influence over institutions and programs affecting them. This characterizes their situation as one of subordination to the dominant culture's external powers, followed by the denial of occupational opportunities which are manifested in the high unemployment and underemployment of Spanish Speaking and their systematic exclusion from administrative and executive positions. The Comprehensive Employment and Training Act of 1973 (CETA) provides for some participation by all community-based and client groups in local manpower programs. Prime sponsors are to establish advisory councils which must include a cross-section of citizens and special interest groups, especially those for whom the services are intended, and must have representation on the State Manpower Councils. Programs of "-demonstrated effectiveness" are to be continued and their services used as deemed appropriate. Thus, the rationale for developing new strategies to include the Spanish Speaking in the planning and implementation of manpower programs is a process-oriented educational program locally established and controlled. Yet, these could be hindered by the lack of informational, financial, and human resources to plan and implement new manpower programs; by organizational patterns characteristic to program management and delivery; and by attitudes and expectations resulting from past practices and built-in interests. (NQ)

ED 096 041 RC 008 069
de los Santos, Alfredo, Jr.
Career Education, The Comprehensive Employment and Training Act of 1973 and the Spanish Speaking.
Pub Date 74
Note—14p.; For related documents, see RC 008 067-068; RC 008 070-072
Available from—Not available separately, see RC 008 067
Document Not Available from EDRS.
Descriptors—Bilingualism, *Career Education, Definitions, Educational Finance, *Educational Philosophy, *Federal Legislation, Higher Education, Models, *Program Development, *Spanish Speaking, Vocational Education
Identifiers—CETA, *Comprehensive Employment and Training Act of 1973

Ideas, comments, and points made by the participants at the Symposium for Bilingual-Bicultural Manpower Development are included in this paper. Some basic information about career education (its philosophy, definitions, and models) are outlined. The models show the 3 main phases in the career process: awareness, orientation and exploration, and preparation. Some issues pertaining to the implementation of the career education concept and the provisions of the Comprehensive Employment and Training Act of 1973 (CETA) for implementing career education models to better serve the Spanish Speaking are discussed. Issues, particularly as they relate to the problems of the Spanish Speaking student in higher education, are: the career education definition; its financing; curriculum development

and articulation; the need for in-service training for present professional staff; and the lack of instructional materials. Three basic recommendations are: the Secretary of Labor should fund a bilingual, K-16 career education model, as authorized under Title III of CETA 73, to serve the Spanish Speaking; CETA 73 funds should be used to provide educational opportunities to the Spanish Speaking to staff programs which will primarily serve them; and agencies/organizations/institutions that are charged with implementation the first 2 recommendations should be given the responsibility and resources to develop bilingual materials for youngsters and adults. (NQ)

ED 096 042 RC 008 070

Hermenet, Argelia B. Valencia, Atilano A.

Bilingual-Bicultural Curriculum.

Pub Date 74

Note—17p.; For related documents, see RC 008 067-069; RC 008 071-072

Available from—Not available separately, see RC 008 067

Document Not Available from EDRS.

Descriptors—*Biculturalism, *Bilingual Education, *Curriculum Development, *Definitions, English (Second Language), Language Instruction, Models, Monolingualism, Second Languages, *Spanish Speaking

While bilingual-bicultural education continues to be one of the most significant thrusts in the final decades of the 20th Century and numerous articles are found on this topic, many interested people are still searching for a clear, simple, and acceptable meaning of the term. Perhaps the term can be clearly defined only by a complete and comprehensive treatise on the subject. This paper attempts to state and clarify severalterms found in bilingual-bicultural literature, as well as to provide a more comprehensive view of the topic and a description of selected prospective and practical curriculum models in bilingual-bicultural education. Term definitions include bilingualism, biculturalism, Monolingualism and monoculturalism, language dominance, native language, second language, and bilingual-bicultural education. Three bilingual-bicultural curriculum models are illustrated for monolingual Spanish Speakers, monolingual English speakers, and bilingual speakers (Spanish-English). Implications for designing a practical and comprehensive bilingual-bicultural K-C curriculum model are discussed. The addendum covers: 1) curriculum components related to language development, counseling, instruction, learning materials, communications, in-service training, and evaluations; and 2) samples of ongoing bilingual-bicultural programs. (NQ)

ED 096 043 RC 008 071

Oyama, Henry

Staff Development.

Pub Date 74

Note—9p.; For related documents, see RC 008 067-070; RC 008 072

Available from—Not available separately, see RC 008 067

Document Not Available from EDRS.

Descriptors—Administrator Attitudes, *Biculturalism, *Bilingual Education, Communication (Thought Transfer), Educational Problems, Federal Aid, *Manpower Development, Program Descriptions, *Spanish Speaking, Taxonomy, *Training Objectives

Bilingual programs funded through the Bilingual Education Act, Title VII, are presently serving 129,000 students. Approximately 80 percent of the 7.7 million students who should receive these programs' benefits are Spanish Speaking. Bilingual instruction should be carried out in 246,400 classes with an average of 25 pupils per class. Instructors are needed for these classes along with "back-up" personnel such as administrators, counselors, and paraprofessionals. This paper attempts to develop the methodology which can be used in selecting objectives for training programs focusing on staff development for bilingual manpower adult education. Among the problems which must be confronted are the lack of empathy by many school administrators and non-bilingual faculties and staffs for the purposes of bilingual-bicultural programs; the need for Spanish Speaking administrators in positions to direct change and policy in staff development programs; and the dearth of attempts at articulation or coordination between the programs at different educational levels. Before going into training objectives, the different components of the educational system which can and will have an impact on the effectiveness and development of an overall bilingual-bicultural educational system must be considered. Then the objectives must have overlapping impact on the different levels of the educational system: agency, educational institution, classroom, and the home/community environment. A taxonomy of objectives for a staff development program is given. (NQ)

ED 096 044 RC 008 072

Nieto-Gomez, Anna

The Needs of the Spanish Speaking Mujer [Woman] in Woman-Manpower Training Programs.

Pub Date 74

Note—10p.; For related documents, see RC 008 067-071

Available from—Not available separately, see RC 008 067

Document Not Available from EDRS.

Descriptors—Ancillary Services, Curriculum Development, Data Collection, Educational Strategies, *Employment Programs, Equal Opportunities (Jobs), Income, *Job Training, *Manpower Development, Racial Discrimination, Sex Discrimination, *Spanish Speaking, Statistical Data, Vocational Counseling, *Working Women

Although the Spanish Speaking woman is usually considered to be outside the labor market, 36 percent of the 52 percent Spanish Speaking women were in the labor force in March 1972. These women suffer economic-sexist discrimination due to ascription of work according to sex and race by a racial-sexual hierarchy existing within the traditional feminine occupations. When defining women's employment needs in manpower programs, it is vital that the needs be assessed according to the different ethnic group as well as their similarities. Federal programs for minorities are usually directed at Anglo and Black women or the Spanish Speaking people in general, but they do not usually apply to the Spanish Speaking woman. This paper gives recommendations in the areas of research, curriculum development, supportive services, staff development, and strategies for affrimative action related to woman-manpower programs and the economic needs of the Spanish Speaking woman. Among these are: (1) research should include information defining these women's role in the total labor market process at the city, county, State, and Federal levels; (2) curriculum development for woman-manpower training programs should be directed at their job-related needs; (3) bilingual-bicultural supportive services should be provided to allow them to take advantage of employment opportunities. (NQ)

ED 096 045 RC 008 074

Stockdale, Jerry D.

Rural Organization and Poverty Action.

Pub Date 25 Aug 74

Note—27p.; Paper presented to a joint meeting of the Society for the Study of Social Problems and the Rural Sociological Society (Montreal, Canada, August 25, 1974)

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*Change Agents, Change Strategies, Community Change, *Economic Disadvantagement, Life Style, *Organization, Planning, Program Descriptions, Role Theory, *Rural Population, *Social Action, Social Change

The deprivations of poverty seriously restrict the ability of millions of rural Americans to develop their potential and obtain "quality of life". If development of potential is to be maximized and if deprivations are to be reduced, structural changes are needed. The 4 change approaches that encompass much purposive social change at the locality level are locality development, traditional planning, advocacy planning, and social action. It is also possible to characterize change activities in terms of positions along 2 sets of dimensions (vertical and horizontal) on which these approaches differ. The goals and structure of the People Mobile Project, which was conducted in Chenango County, New York, are summarized and the project is analyzed in terms of the 2 sets of dimensions. Some conclusions are suggested based on this analysis. Two of these are (1) the need for a new role--the "community support worker" and (2) the need for anti-poverty action on the State and national, as well as local levels. (Author/NQ)

ED 096 046 RC 008 088

Cardenas, Jose A.

An Education Plan for the Denver Public Schools.

Pub Date 21 Jan 74

Note—92p.; For related document, see RC 008 089

EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE

Descriptors—Academic Achievement, Accountability, *Court Litigation, Curriculum Development, *Educationally Disadvantaged, *Educational Specifications, Equal Education, Learning Difficulties, Negroes, *Program Content, *Spanish Speaking, Student Characteristics

Identifiers—Colorado, *Denver Public Schools

The development and submission, for the Court's consideration, of an education plan for Hispano and Black children in Denver Public Schools was requested by plaintiffs in this case. The Court ordered the development of a school program based on the characteristics of these children. The proposed plan provides the rationale and activities necessary for accomplishing this, trying to eliminate the incompatibilities between the school and the minority children. The plan proposed was based on the Cardenas-Cardenas Theory of Incompatibilities, which attributes the poor school performance of minority and disadvantaged children to an incompatibility between the characteristics of these children and those in typical instructional programs. Five incompatibility areas are: poverty, culture, language, mobility, and societal perceptions. Since these are so interrelated, the program incorporated the principles of (1) interrelatedness and interdependence and (2) adaptability. It outlines the elements of school activity which must be adopted: educational philosophies, policies, scope and sequence, curriculum, staffing, co-curriculum activities, student personnel services, noninstructional needs, community involvement, and evaluation. (NQ)

ED 096 047 RC 008 089

Cardenas, Jose A.

Addendum to the Intervenor's Education Plan for the Denver Public Schools.

Pub Date 5 Feb 74

Note—34p.; For related document, see RC 008 088

Available from—Not available separately, see RC 008 088

Document Not Available from EDRS.

Descriptors—Accountability, Court Litigation, *Curriculum Development, Educational Legislation, *Educationally Disadvantaged, *Educational Specifications, Equal Education, Negroes, Philosophy, *Program Content, Program Development, *Spanish Speaking

Identifiers—Colorado, Congress of Hispanic Education, *Denver Public Schools

The addendum to the Denver Public Schools education plan, which was submitted to the Court on January 23, 1974, makes specific recommendations for elements of school activities outlined in the plan. The recommendations pertain to the philosophy; policy; the scope and sequence of poverty, cultural, language, mobility, and perceptual aspects; curriculum; staffing including poverty, culture, language, mobility, and societal perceptions training; recruitment; hiring; evaluation; co-curriculum activities; student services; the testing program; psychological services; counseling services; pupil orientation programs; special motivation services; a catch-up or adjustment center; noninstructional needs; community involvement; implementation procedures; and jurisdiction. Among the recommendations are: (1) rules and regulations which are consistant with the philosophy statement issued by the Denver Board of Education shall be enacted; (2) bilingual and bicultural programs must be implemented in all schools beginning with early childhood through adult education programs; (3) every area of the educational system shall be staffed on the basis of parity for minorities, with an affirmative action program implemented within a 5-year period to ensure teacher parity; and (4) the Court will maintain continuing jurisdiction over this case in order to supervise the implementation of these plans. (NQ)

ED 096 048 RC 008 090

Recent U. S. Government Printing Office Publications and Periodicals Useful for Rural Development.

Delaware Univ., Georgetown. Cooperative Extension Service.

Spons Agency—Extension Service (DOA), Washington, D.C.

Pub Date Jun 73

Note—20p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Agribusiness, *Bibliographies, Community Development, Economic Development, Environmental Influences, *Government Publications, Housing, Human Services, *Periodicals, *Publications, *Rural Development, Transportation

The bibliography cites 127 publications and periodicals useful for rural development which were in the most current Government Printing Office's price lists. It is divided into 5 categories: (1) People Building; (2) Community Facilities; (3) Environmental Improvement; (4) Economic Development; and (5) Government Periodicals. Topics covered are: job training, education, health services, nutrition, culture, income security, leadership, housing, transportation, utilities, waste disposal, water supply, conservation, recreation, forests, wildlife, land use, planning, zoning, jobs, agriculture business, industry, and credit. (NQ)

ED 096 049 RC 008 091

Kuennen, Daniel S.

1973 U. S. Government Printing Office Publications Useful for Rural Development.

Delaware Univ., Georgetown. Cooperative Extension Service.

Spons Agency—Extension Service (DOA), Washington, D.C.

Pub Date Apr 74

Note—41p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*Bibliographies, Community Development, Economic Development, Environmental Influences, *Government Publications, Housing, Human Services, *Periodicals, *Publications, *Rural Development

The bibliography gives 222 citations selected from Government Printing Office's "Selected U. S. Government Publications" issued by the Superintendent of Documents covering 1973 publications. It is divided into 4 categories: (1) People Building; (2) Community Facilities; (3) Environmental Improvement; and (4) Economic Development. Topics are: job training, education, health services, nutrition, culture, income security, leadership, housing, transportation, utilities, waste recreation, forests, wildlife, land use, planning, zoning, jobs, agriculture, industry, and credit. (NQ)

ED 096 050 RC 008 092

Kuennen, Daniel S.

A Profile of Rural Delmarva: A Reference on Economic and Social Conditions. Extension Circular No. 135.

Delaware Univ., Georgetown. Cooperative Extension Service.

Spons Agency—Extension Service (DOA), Washington, D.C.

Pub Date Jul 74

Note—85p.; Oversized pages, actual count 69 pages

EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE

Descriptors—Agriculture, *Census Figures, Demography, Education, Housing, Income, Industry, Labor Force, *Population Trends, *Rural Population, Social Services, *Socioeconomic Influences, Statistical Data, *Tables (Data)

Identifiers—Delaware, Maryland, *Rural Delmarva Counties, Virginia

The socioeconomic characteristics of the Rural Delmarva Counties, defined as those non-SMSA (Standard Metropolitan Statistical Area) counties located on the Delmarva Peninsula, are presented. These counties include: Sussex and Kent in Delaware: Accomack and Northampton in Virginia; and Caroline, Dorchester, Kent, Queen Annes, Somerset, Talbot, Wicomico, and Worcester in Maryland. The remaining 2 peninsula SMSA counties are New Castle County, Delaware and Cecil County, Maryland. This publication reports comparative tables and descriptive information to further the understanding of the general public, agencies, elected officials, and administrators of similarities and differences among these rural counties. Data were gatnered from statistics in the "County and City Data Book, 1972" (U. S. Government Printing Office) which contains summary information from several censuses. Each table and narrative heading includes the year the census was reported. Throughout the publication "rural" refers to non-SMSA counties except in Table 2 where urban is defined as towns of 2,500 or more population and rural as all those under that size. Table 31, which ranks the counties on 23 social and economic characteristics to determine their quality of life, is the only attempt at analysis rather than general comparisons and grouping of similar counties. Several demographic highlights are also listed. (NQ)

ED 096 051 RC 008 093

Ad Hoc Conference on the Education of Migrants (Strasbourg, France, November 5-8, 1974). Council of Europe, Standing Conference of European Ministers of Education, Country Reports.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Report No—CME/HF-M(74)V

Pub Date Jul 74

Note—281p.; For related documents, see RC 008 094-108

EDRS Price MF-$0.75 HC-$13.80 PLUS POSTAGE

Descriptors—Adult Education, *Conference Reports, Cross Cultural Studies, *Foreign Relations, Foreign Workers, Immigrants, *International Education, International Law, Manpower Development, *Migrant Child Education, *Migrant Workers, Native Speakers, Organizations (Groups), Second Language Learning

Identifiers—*Europe

In Resolution No. 4 of their 7th Conference (Brussels, June 1971) the Ministers of Education of 21 nations signatory to the European Cultural Convention instructed the Committee of Senior Officials to study, in collaboration with the Secretariat of the Council of Europe, the practical arrangements for holding an ad hoc conference on problems relating to the education and training of immigrants, both adults and adolescents, and to the schooling of immigrant children. Following a decision by the Committee that all countries should cooperate in preparing conference materials, the Secretariat prepared the "Guidelines for Country Reports" (included as an Appendix). The 20 reports which are presented herewith to the ad hoc conference have been prepared by governments, in response to the "Guidelines", as a concerted effort to gather and exchange information and to confront their respective assessments of national situations with a view to further action. The nations are: Austria, Belgium, Cyprus, Denmark, Finland, France, the Federal Republic of Germany, Greece, the Holy See (Rome), Ireland, Italy, Luxembourg, Malta, the Netherlands, Norway, Spain, Sweden, Switzerland, Turkey, and the United Kingdom. (Author/KM)

ED 096 052 RC 008 094

Austria. [CME Country Reports].

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Report No—CME/HF-M(74)V

Pub Date Jul 74

Note—17p.; For related documents, see RC 008 093; RC 008 095-108

Available from—Not available separately, see RC 008 093

Document Not Available from EDRS.

Descriptors—Acculturation, *Adjustment Problems, Adult Education, Cyrillic Alphabet, Educational Attitudes, Federal Legislation, Immigrants, *Migrant Child Education, *Migrant Workers, *Second Language Learning, Socioeconomic Influences, *Vocational Education

Identifiers—*Austria

Foreign workers, particularly those who have been in Austria for a long time, are already included in training and other educational programs promoted by the labour market administration. Regulated by a 1972 decree of the Federal Ministry of Social Administration, vocational training of foreign workers is steadily gaining in importance in Austria, especially since 90 percent of the Yugoslav and Turkish immigrants are unskilled. The paramount difficulty in integrating migrants is the lack of linguistic communication, aggravated by serious social influences. Some measures that could be taken are extended social care, linguistic education, and informing the Austrian population of the necessity of employing guest workers. Considering pre-school students, children of full-time compulsory school age, and young people over 15, generally it can be said that contacts between schools and guest workers are very small. The adjustment difficulties that children have because of social problems are aggravated by an insufficient command of German. Additional difficulties arise with children who either arrive as illiterates or know only the Cyrillic alphabet. For reasons of principle, however, no plans are being made to create separate classes for these children, they are accepted on the same basis as Austrians. (KM)

ED 096 053 RC 008 095

Belgium. [CME Country Reports].

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Report No—CME/HF-M(74)V

Pub Date Jul 74

Note—21p.; For related documents, see RC 008 093-094; RC 008 096-108

Available from—Not available separately, see RC 008 093

Document Not Available from EDRS.

Descriptors—Acculturation, Adult Education, *Federal Legislation, History, Immigrants, *Manpower Needs, *Migrant Child Education, *Migrant Workers, *Multilingualism, Second Language Learning, Sociocultural Patterns, Vocational Education

Identifiers—*Belgium

From the end of World War II to 1964, immigration trends in Belgium were largely governed by the need to supply workers for the coal industry, which led to an influx of Italians, Greeks, Spaniards, Turks, and Morrocans. In 1971 there were approximately 200,000 foreign workers in Belgium; the majority of these were Italian. Relying heavily on foreign manpower, education is used to facilitate the integration of immigrants. Migrant children receive the same treatment as Belgian children; adult immigrants are given an opportunity to learn one of the 3 national languages -- Dutch, French, or German. Explanations are given for pre-school, compulsory, and senior secondary educational legislation, and for legislation from the creche to the end of secondary schooling (language use is determined by law -- the country is divided into 4 language regions; teaching shall be provided in the language of the region only). During compulsory schooling, there is a special accelerated French language course for migrant children; after compulsory schooling, there are special reduced-timetable classes to facilitate social adaptation of adolescents and adults who are already working. The Appendix gives an extract from the conclusions of the Liege Colloquy and its 5 proposals. (KM)

ED 096 054 RC 008 096

Denmark. [CME Country Reports].

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Report No—CME/HF-M(74)V

Pub Date Jul 74

Note—6p.; For related documents, see RC 008 093-095; RC 008 097-108

Available from—Not available separately, see RC 008 093

Document Not Available from EDRS.

Descriptors—Acculturation, Contracts, *Equal Education, Equal Opportunities (Jobs), Federal Laws, Financial Support, *Foreign Workers, Immigrants, International Programs, *Migrant Child Education, *Migrant Workers, *Second Language Learning, Vocational Education

Identifiers—*Denmark

According to an agreement between the parties of the labour market and the Ministry of Labour, the immigration of foreign workers into Denmark takes place on a quota basis and conforms to a series of regulations, including a rule that the foreign worker, prior to departing from his country, must have made contract arrangements for his job. This contract also contains regulations that ensure the foreign worker the same working conditions as those accorded Danes and that

obliges the employer to pay expenses for the return trip. The employer is additionally obliged to let the foreign worker have a 40-lesson course in the Danish language and social conditions (during working hours whenever possible). Children of foreign origin are subject to general rules for compulsory education, which include the right to education in the lower primary school (provided that a child stays in the country at least 6 months out of one school year). Foreign teachers who teach in the mother tongue and act as a contact guide between school and home have been employed in some municipalities. Also, the Ministry of Labour has established regulations concerning foreign workers' attendance at vocational instruction courses for labour market and the Ministry of Labour, the immigration workers. Although the Danish educational system has courses for adult general and vocational education, little use is made of them because of linguistic difficulties. (KM)

ED 096 055 RC 008 097

Finland. [CME Country Reports].

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Report No—CME/HF-M(74)V

Pub Date Jul 74

Note—20p.; For related documents, see RC 008 093-096; RC 008 098-108

Available from—Not available separately, see RC 008 093

Document Not Available from EDRS.

Descriptors—Adjustment Problems, *Bilingualism, Cross Cultural Studies, *Equal Education, Handicapped Children, Instructional Materials, *International Education, *Migrant Child Education, *Migrant Workers, Teacher Recruitment

Identifiers—*Finland

At the beginning of 1973 there were slightly more than 200,000 Finnish citizens residing abroad. The great majority of these emigres (over 90 percent) have moved to Sweden, including 90,000 school age children. Trying to resolve difficulties these children face, Finnish authorities, with their Swedish counterparts, have developed 3 goals: (1) to provide equal educational opportunities for migrant children; (2) to meet the wishes of citizens in a Nordic country who live in another Nordic country for tuition in the mother tongue; and (3) to reach "active bilingual ability". Difficulties are encountered in: (1) recruiting bilingual teachers; (2) conducting adequate primary classes in Finnish; (3) teaching Finnish as a mother tongue; (4) teaching in Swedish; (5) providing teaching material in Finnish and suitable tests; and (6) resolving problems in educating handicapped immigrant children. Although children returning to Finland receive instruction at all levels in Finnish and Swedish, they do still experience readjustment difficulties. Research was started in 1972 on a programme designed to reveal the amount, development, and structure of migration, and its regional particularities. Further research analyzes the causes and consequences of both emigration and return migration. The documentation section lists over 50 publications from 1970-72, also including Swedish publications. (KM)

ED 096 056 RC 008 098

France. [CME Country Reports].

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Report No—CME/HF-M(74)V

Pub Date Jul 74

Note—18p.; For related documents, see RC 008 093-097; RC 008 099-108

Available from—Not available separately, see RC 008 093

Document Not Available from EDRS.

Descriptors—Administrative Agencies, *Administrator Role, *Federal Legislation, Immigrants, Incentive Grants, *Information Needs, *Migrant Child Education, *Migrant Workers, Second Language Learning, Transitional Classes

Identifiers—*France

In France, the 1882 Compulsory Education Act includes both French and foreign children. Since then, the need to go further than this general principle of non-discrimination and to undertake specific action for immigrants, both adults and children, has been recognized. Since 1970, the Ministry of Education has been directly responsible for this through the organization of "reception classes" at the primary level. In the 1972-73 school year, this was extended to the lower secondary course. As a further part of this scheme, school grants are given to foreign children, extended since 1973 to cover secondary education. The lack of accurate statistics, however, on the aims and activities of the ministries concerned with migrant education is one of the primary obstacles to assessing needs and implementing specific schemes. Of the approximately 3,700,000 migrants in France, the largest numbers come from Algeria, Portugal, Italy, and Spain. There are no official statistics on the number of migrants at the pre-school, compulsory school, and post-compulsory levels, or on the education and training of adult migrants. The documentation sections lists approximately 40 publications issued over the past 3 years. (KM)

ED 096 057 RC 008 099

Federal Republic of Germany. [CME Country Reports].

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Report No—CME/HF-M(74)V

Pub Date Jul 74

Note—39p.; For related documents, see RC 008 093-98; RC 008 100-108

Available from—Not available separately, see RC 008 093

Document Not Available from EDRS.

Descriptors—*Administrative Agencies, Adult Education, Area Studies, Conferences, *Educational Planning, *Federal Legislation, Immigrants, Information Dissemination, Laws, *Migrant Child Education, *Migrant Workers, Second Language Learning, Socioeconomic Influences, Vocational Education

Identifiers—*Federal Republic of Germany

In 1964, the Federal Republic of Germany (FRG) had about 30,000 foreign children and youths of school age. That number rose to about 159,000 in 1970-71; at the end of 1972, the population under 21 was estimated at 850,000. The Conference of Education adopted, in 1971, amplified and detailed recommendations on the education of foreign workers' children. At the same time, it instructed the conference's Committee on Schools to: (1) implement a regular information exchange by the advisors employed by the education authorities and (2) examine the possibilities of improving and supplementing the new recommendations. The paper covers the basic outlines of measures adopted (both in 1964 and 1971), and provisions adopted by the education authorities of the Laender. The provisions cover pre-school education; legal status; parent representation; primary and lower secondary levels; the upper secondary level; advanced teacher training; native language instruction; and information dissemination. Special activities include German as a foreign language, experimental school projects, research, and experimentation. The total number of migrant workers in the FRG in 1972 was 2,352,392, mostly from Turkey, Yugoslavia, and Italy; there were 211,135 migrant students attending institutions of full-time compensatory education. (KM)

ED 096 058 RC 008 100

Greece. [CME Country Reports].

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Report No—CME/HF-M(74)V

Pub Date Jul 74

Note—3p.; For related documents, see RC 008 093-099; RC 008 101-108

Available from—Not available separately, see RC 008 093

Document Not Available from EDRS.

Descriptors—Acculturation, *Federal Legislation, Foreign Culture, Immigrants, Language Planning, Manpower Development, *Manpower Needs, *Migrant Child Education, *Migrant Workers, National Programs, Native Speakers, *Second Language Learning, Teacher Exchange Programs, Teacher Placement

Identifiers—*Greece

There is no immigration problems in Greece today. On the contrary, the country's economic development makes it necessary for Greek workers who have emigrated temporarily to return and be integrated into the production system. The educational policy for emigrant workers' children involves: (1) ensuring that children who have settled abroad know their mother tongue; and (2) giving them the opportunity to pursue their education in secondary and higher education establishments when they return home. The major piece of migrant education legislation is Decree Number 695/1970. Article 1 of this establishes the nature of the organisation of Greek schools abroad; Article 2 is concerned with the teaching staff abroad, who are paid by the Greek government. Decree Number 1197/1972 covers entrance examinations to be taken by returning migrant children who were taught privately at home; Decree Number 664/1969 governs the enrollment in Greek schools of pupils returning from Greek schools abroad. No statistics or documentation were given. (KM)

ED 096 059 RC 008 101

Italy. [CME Country Reports].

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Report No—CME/HF-M(74)V

Pub Date Jul 74

Note—14p.; For related documents, see RC 008 093-100; RC 008 102-108

Available from—Not available separately, see RC 008 093

Document Not Available from EDRS.

Descriptors—Acculturation, *Cross Cultural Training, *Federal Legislation, Foreign Culture, Immigrants, Language Planning, *Migrant Child Education, *Migrant Workers, National Programs, Native Speakers, *Second Language Learning, Teacher Exchange Programs

Identifiers—*Italy

Ever since 1946, increased emigration in Italy has been paralleled by a slow but steady increase in educational activity. In 1971, Law No. 153 was adopted which provides for special educational arrangements to be made for migrant workers and their spouses adopted by the Italian Government are based on the need for Italian children to: (1) be integrated into the host country's school system; (2) receive additional courses in their native language and culture to preserve their links with Italy; and (3) have their diplomas legally recognized in Italy. To implement Law No. 153, the government arranged for: (1) "integration" classes in the host's primary schools; (2) complementary Italian language and general culture courses; (3) special courses for adult workers to sit the examinations for Italian primary and lower secondary school leaving certificates; (4) adult education courses; (5) nursery schools and creches; and (6) para-school activities and guided studies. Some of the problems in implementing these are: (1) lack of economic stability; (2) an inadequate education received in the country of origin; and (3) the change from a rural environment to an industrialized urban area. Research projects are examining the inability of Italian children in Germany and Switzerland to profit from their schooling and the difficulties met by children of Italian descent, whose mother tongue is German, in learning Italian at the secondary level. Articles that have appeared during the last 3 years in 7 specialized emigration periodicals are listed in Section III. (KM)

ED 096 060 RC 008 102

Luxembourg. [CME Country Reports].

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Report No—CME/HF-M(74)V

Pub Date Jul 74

Note—6p.; For related documents, see RC 008 093-101; RC 008 103-108

Available from—Not available separately, see RC 008 093

Document Not Available from EDRS.

Descriptors—Acculturation, Adult Education, Educational Policy, Equal Education, *Federal Programs, Immigrants, *Language Handicaps, *Migrant Child Education, *Migrant Workers, Romance Languages, *Second Language Learning, Vocational Education

Identifiers—*Luxembourg

The Luxembourg policy for providing education and training for migrant workers and their children is to offer the same opportunities as for nationals. The main difficulties so far are providing for children aged 9 and over and teaching students, especially those with a Latin language as their mother tongue, the languages used in the host schools (French and German). Various decrees of the Ministry of Education have provided for reception classes for children of a foreign nationality, special classes where recep-

tion classes are impossible to arrange, and transitional classes between primary and post-secondary education. The 1970 figures indicated that there were 40,500 migrant workers in Luxembourg; the majority of these were from Italy, Belgium France, and Germany. There were 1,637 migrant children attending pre-school institutions, and 10,293 in full-time compulsory schools. No figures are available for post-compulsory education, adult education, and vocational training. (KM)

ED 096 061 RC 008 103
Netherlands. [CME Country Reports].
Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.
Report No—CME/HF-M(74)V
Pub Date Jul 74
Note—21p.; For related documents, see RC 008 093-102; RC 008 104-108
Available from—Not available separately, see RC 008 093
Document Not Available from EDRS.
Descriptors—Adult Education, Cultural Differences, Experimental Programs, *Federal Legislation, Immigrants, *Manpower Needs, *Migrant Child Education, *Migrant Workers, Overpopulation, *Second Language Learning, Vocational Education
Identifiers—*Netherlands
Under the 1969 Compulsory Education Act in the Netherlands, immigrant parents of school age children are obliged to enroll them in a primary school. Chief problems in the education of these children are the Dutch language, and a great cultural diversity in the children's backgrounds. Another problem relates to length of residence -- although the Netherlands needs manpower from other countries, its demographic situation does not encourage immigrant families who will settle permanently. Adult training programs include part-time elementary technical education; professional training centres (Dutch speaking only); and industrial training. Although no definite standards have been laid down for primary education, immigrant children are given a Dutch education, while wherever possible instruction is given in the language and culture of their native country. Federal legislation for nursery schools, primary schools, secondary education, post-secondary education, and adult training and education are explained. In 1972, there were 154,746 immigrant workers in the Netherlands, mostly from Turkey, Morocco, and Spain. The bibliography lists over 30 references published between 1966-73. Titles are in Dutch. (KM)

ED 096 062 RC 008 104
Norway. [CME Country Reports].
Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.
Report No—CME/HF-M(74)V
Pub Date Jul 74
Note—5p.; For related documents, see RC 008 093-103; RC 008 105-108
Available from—Not available separately, see RC 008 093
Document Not Available from EDRS.
Descriptors—Adult Education, Board of Education Role, *Equal Education, Foreign Workers, Governing Boards, Immigrants, Local Issues, *Migrant Child Education, *Migrant Workers, *Program Development, Seamen, *Second Language Learning, Vocational Education
Identifiers—*Norway
In Norway all children, regardless of nationality, who are of compulsory school age (7-16 years old) have a right and obligation to attend compulsory school. The local school board is responsible for arranging auxiliary teaching for pupils who require extra help, in accordance with the instructions issued by the Ministry of Church and Education. What most municipalities do, of necessity, is try to teach Norwegian as quickly as possible. Oslo, which has the greatest number of foreign children (465 in Basic School), has established a part-time post for a consultant, and teaching in the mother tongue has started for Japanese pupils. The Basic School Council has started work on a programme to teach Norwegian as a foreign language. No special legislation for educating migrants in Norway exists. For secondary, higher, and adult education, foreigners' possibilities are on a par with Norwegian nationals. Norway does not keep statistics on migrant families in the country, counting only the actual working population. As of August 1973 there were 21,169 active workers in the country, mostly from Denmark, Great Britain, Sweden, Germany (East and West), Finland, the United States, and Pakistan. Figures are not available for migrant education. As for the approximately 10,000 foreign workers who serve in the Norwegian merchant marine, they may apply to ordinary maritime schools on an equal footing with Norwegian sailors. (KM)

ED 096 063 RC 008 105
Spain. [CME Country Reports].
Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.
Report No—CME/HF-M(74)V
Pub Date Jul 74
Note—15p.; For related documents, see RC 008 093-104; RC 008 106-108
Available from—Not available separately, see RC 008 093
Document Not Available from EDRS.
Descriptors—Acculturation, Adult Education, *Cross Cultural Training, *Educational Responsibility, Higher Education, Immigrants, Language Handicaps, *Migrant Child Education, *Migrant Workers, Preservice Education, Romance Languages, *Second Language Learning, Vocational Education
Identifiers—*Spain
Initially, the Spanish Emigration Institute (Ministry of Labour) endeavored to meet the educational needs of Spanish emigrants. However, this proved to be inadequate as the number of emigrants rose. Therefore, in 1969 the Ministry of Labour and the Ministry of Education and Science divided the responsibility between them and set up a Schools Council to educate emigrants and ensure they have the same opportunities as residents in Spain. To date, Spain has established education centres in 8 foreign nations, primarily in Germany, France, and Switzerland. These centres give migrants preparatory and introductory instruction in the language of the host country, and also play a supplementary role for migrants who have already been incorporated into that country's schools. Provisions have been made for receiving the primary education certificate, a general certificate of education, a "radio advanced secondary education certificate", and university education at a distance. Vocational training courses and social and environmental adaptation courses are available to emigrants before they leave Spain, as well as information on their future countries of residence. Research has been done on migrant education problems of Spanish children in Germany; a study is being carried out on Spanish children in Switzerland. The problem of immigrant education in Spain has not yet arisen, although Spain is beginning to be an immigrant country. Statistics on immigrants are not available, however, as most immigrants are ostensibly tourists or temporary visitors who work clandestinely. (KM)

ED 096 064 RC 008 106
Switzerland. [CME Country Reports].
Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.
Report No—CME/HF-M(74)V
Pub Date Jul 74
Note—26p.; For related documents, see RC 008 093-105; RC 008 107-108
Available from—Not available separately, see RC 008 093
Document Not Available from EDRS.
Descriptors—*Acculturation, Adult Education, *Educational Legislation, Equal Education, Immigrants, Intercultural Programs, Local Government, *Migrant Child Education, *Migrant Workers, Second Language Learning, *State Departments of Education, State Laws, Vocational Education
Identifiers—*Switzerland
Swiss Federal policy aims at stabilizing the number of foreign workers in the country. Since the demand for foreign manpower is and will continue to be heavy, this can only be achieved through restrictive measures. It will also be necessary to assimilate these migrant workers through equal schooling, occupational training, and housing. Education is the responsibility of the 25 cantonal States making up the Swiss Confederation. Most of these delegate some of their powers to cummunal authorities. To assimilate foreign children while preserving their links with their home culture, 3 principles are followed: (1) integrate the children in local schools; (2) provide adequate instruction in a child's national language and culture; and (3) prevail upon parents to take an active part in educating their children. Difficulties in implementing this include the socio-political problems arising from the presence of a large foreign population; constitutional rules that are difficult to adjust; and an inadequate knowledge of the socioeconomic, cultural, and psychological characteristics of immigrant populations. Since migrant legislation comes from the various cantonal and communal authorities, the effects of these numerous texts and/or decisions are summarized. As of December 1972 there was a total migrant population in Switzerland of 1,032,285. (KM)

ED 096 065 RC 008 107
Turkey. [CME Country Reports].
Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.
Report No—CME/HF-M(74)V
Pub Date Jul 74
Note—10p.; For related documents, see RC 008 093-106; RC 008 108
Available from—Not available separately, see RC 008 093
Document Not Available from EDRS.
Descriptors—Acculturation, *Federal Legislation, Foreign Relations, *Information Needs, International Programs, Language Planning, *Migrant Child Education, *Migrant Workers, Native Speakers, *Second Language Learning, Tables (Data), Teacher Exchange Programs, Teacher Placement
Identifiers—*Turkey
Since 1960, approximately 733,000 Turkish workers have migrated to European countries. One issue before the Turkish Government is adequately educating children of Turkish migrant workers in other countries. There are more than 117,000 children who are expected to retain their traditional Turkish culture while adjusting themselves to the host country. The education of these children is carried out according to the recommendations of the Council of Europe and bilateral agreements between Turkey and other concerned countries. Classes in Turkish and social sciences have been set up within the local school structures of some European countries; the Turkish government provides teachers for these. In appointing teachers to foreign countries, special care is paid to teaching experience, fluency in the language of the host country, and the various needs of Turkish children. Some problems are: (1) foreign language courses organised in Turkey for teachers are not fully satisfactory; (2) the teachers of the immigration countries are trained under different conditions; and (3) children attending schools in Turkey are not accepted into equivalent classes because of linguistic difficulties. Measures to be taken include: (1) teacher education; (2) getting the maximum benefit out of a limited number of teachers; and (3) obtaining more precise statistical data. Legislation, recent publications, changes in primary education regulations, and bilateral cultural agreements are also explained. Statistics are given for the distribution of Turkish workers and their children. (KM)

ED 096 066 RC 008 108
United Kingdom (With Addendum in Respect of Scotland). [CME Country Reports].
Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.
Report No—CME/HF-M(74)V
Pub Date Jul 74
Note—16p.; For related documents, see RC 008 093-107
Available from—Not available separately, see RC 008 093
Document Not Available from EDRS.
Descriptors—Acculturation, Administrative Policy, Adult Education, Area Studies, Demography, *Educational Responsibility, *Equal Education, Immigrants, *Local Government, *Migrant Child Education, *Migrant Workers, Second Language Learning, Vocational Education
Identifiers—Scotland, *United Kingdom
It is the United Kingdom policy that all children, whatever their background, should have equal educational opportunity. School attendance is compulsory for all children and is enforced; educational responsibility rests largely with local authorities. So far as the education of immigrants is concerned, government objectives have been to

promote a policy that makes the same educational facilities and opportunities available to immigrants and their children as to the indigenous population, without impinging on the rights of local authorities. Some difficulties are the migrants' ignorance of available opportunities; uneven population concentrations, often in depressed areas with poor housing; and language and cultural adjustment problems. Measures to meet these difficulties cover government publications and research; special help for deprived areas; teacher recruitment and training; further and adult education; and broadcasting programmes. The bulk of this report refers to the overall situation in the United Kingdom; the addendum refers to specific differences between Scotland and other parts of the United Kingdom. (KM)

ED 096 067 RC 008 109

Fox, Robert S., Ed.

Teaching in the Small Community. Yearbook 1956, Department of Rural Education.

National Education Association, Washington, D.C. Dept. of Rural Education.

Pub Date 56

Note—225p.; Out-of-print

EDRS Price MF-$0.75 HC-$10.20 PLUS POSTAGE

Descriptors—Annotated Bibliographies, Classroom Environment, Community Involvement, *Curriculum Development, Family Life, Flexible Scheduling, Individualized Instruction, Instructional Materials, Interdisciplinary Approach, *Outdoor Education, Parent Participation, Resource Materials, *Rural Areas, *School Community Relationship, *Small Schools

Educators' main concern in 1956 is with teaching in small communities rather than exclusively with teaching in one-teacher schools. The modern rural school is likely to be one which serves an entire community, usually including a hamlet, village, or small-town center and the surrounding open country area. Yet, the school tends to be small (about 64 percent of all school districts have fewer than 10 teachers and about 11 percent have 40 or more). Written for teachers who serve small communities, the Department of Rural Education's 1956 Yearbook focuses on problems encountered by teachers in small schools throughout the United States. Emphasis is upon practical approaches to these problems, although it is recognized that no solution to one teacher's problem can be transposed to another situation. The solutions are based on the assumptions that (1) good learning experiences utilize and grow from the child's own environment; (2) education is more effective when directed toward the improvement of living; and (3) it is important that the school program be sufficiently flexible and varied to allow each child the opportunity to grow to his maximum capacity. Also included are a 53 item annotated bibliography and the roster of the Department's active members for the calendar year 1955 and those enrolled prior to April 1956, listed alphabetically by States. (NQ)

ED 096 068 RC 008 110

Loebl, Andrew S. Campbell, Rex R.

A Method of Delineation of Homogeneous Social-Ecological Areas.

Pub Date 25 Aug 74

Note—27p.; Paper presented at the Rural Sociological Society Annual Meeting (Montreal, Canada, August 25, 1974)

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Area Studies, *Concept Formation, Definitions, Demography, Factor Analysis, Grouping Procedures, Measurement Techniques, *Methods Research, *Migration Patterns, *Rural Areas, *Rural Urban Differences, Statistical Analysis, Test Validity

Identifiers—Missouri, Nebraska

The traditional dichotomies of urban and rural may no longer be valid. Investigating whether or not there are socially significant areal units to redefine rural and urban areas, the report described one attempt to delineate such units and to test them for sociological utility. Counties were placed in homogeneous social units based upon the characteristics of the resident population. The methods utilized were termed "factor ecology" and the phenomenon chosen for the test of social utility was selected patterns of migration. The latter choice was arbitrary; the emphasis herein concerned methods and their verification. The areas tested -- 208 counties in Missouri and Nebraska -- were for experimental purposes only, but they did represent a broad range of socioeconomic conditions. The process used 8 steps: (1) determine the relevant variables that describe each county's population; (2) subject these to factor analysis; (3) from step 2 obtain the factors and significant variables for each factor; (4) determine the index score for each factor for each county through the use of factor loadings; (5) standardize the index scores; (6) divide the standardized scores into quartiles; (7) delineate the counties into homogeneous, noncontinuous social units based upon the quartiles; and (8) test the resulting areal units by comparing them with areal units formed through analysis of migration patterns. (KM)

ED 096 069 RC 008 111

Wagner, Thomas E.

Appalachian Migrant Students in Cincinnati Public Schools.

Pub Date Jul 73

Note—18p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Adjustment Problems, Cultural Background, *Culture Conflict, High School Students, Individual Instruction, Junior High School Students, *Migrants, *Relevance (Education), *Rural Urban Differences, Rural Youth, Student Adjustment, Student Characteristics, Student School Relationship

Identifiers—*Appalachia, Cincinnati, Ohio

In numerous midwestern industrial cities, the greatest influx of rural urban migrants is from the southern Appalachia region. The migrant mountaineer comes from a rural way of life which emphasizes individualism, traditionalism, self-reliance, and strong loyality to an extended family peer group. In the urban environment, the migrant finds himself in a culture that is time-oriented, organization conscious, and where peer groups develop from casual relationships. Many eventually adjust; a significant number, however, are unable to make the transition. Students and school personnel from 3 urban junior high schools in Cincinnati (Ohio) were interviewed. Appalachian students were identified by county of birth. The 8th grade Appalachian migrant student is approximately 13 1/2 years old, and probably was born in a southern Appalachian county. His family migrated to the city the year before he entered kindergarten, and he has attended at least 2 elementary schools prior to enrolling at the junior high level. His attitude toward school is neutral. He has average grades and attendance patterns; however, he normally will not participate in extracurricular activities. A model that would make urban schools more relevant to the Appalachian student includes 4 phases of growing involvement -- awareness, research, support, and action. (KM)

ED 096 070 56 RC 008 112

Linton, Thomas H.

Region One Right to Read Project. Right to Read Annual Performance Report, [1974].

Education Service Center Region 1, Edinburg, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date [74]

Grant—OEG-0-72-4768

Note—23p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Achievement, *Annual Reports, *Bilingual Education, *English (Second Language), Evaluation Methods, Grade 1, Instructional Materials, Kindergarten Children, *Mexican Americans, Program Descriptions, Social Development, *Spanish Speaking

Identifiers—Elementary and Secondary Education Act Title III, ESEA Title VII, *Right to Read, Texas

The Region 1 Right-to-Read Project was initiated in seven Texas school districts in 1972-73 and was continued in the 1973-74 school year. All seven districts decided to use a bilingual Spanish-English reading approach beginning at the kindergarten level. In September 1973 the program was expanded to include first grade students who were in the kindergarten program. Consequently, the 1973-74 program included 43 first grade classrooms; total enrollment was approximately 1,100 in the first grade and 1,000 in kindergarten. The bilingual materials were the first and second year materials from a sequential, 3-year Elementary and Secondary Education Act program designed for Mexican American children with little or no knowledge of English. A revised administrative procedure for tracking the achievement and progress of students in each classroom was developed and implemented for 1973-74. The project staff designed three charts for teachers to use to track individual progress and achievement: (1) the Oral English Classroom Record Sheet; (2) the Spanish Reading Classroom Record Sheet; and (3) the English Reading Classroom Record Sheet. The various objectives for the different levels are given, with tables presenting the achievement results for the year. (KM)

ED 096 071 RC 008 113

Sciara, Frank J.

Determining the Effectiveness of the Continued Use of Criterion-Referenced Reading Tests in the Inter-State Cooperation of Migrant Education Programs. A Pilot Study.

Ball State Univ., Muncie, Ind. Inst. for the Preparation of Teachers of the Disadvantaged.

Spons Agency—Indiana State Dept. of Public Instruction, Indianapolis. Migrant Div.; State Univ. of New York, Genesco. Center for Migrant Studies.

Pub Date Jan 74

Note—63p.; Appendix A of this document duplicates ED 057 984, "Criterion-Referenced Tests--A New Promise for Old Problems in Migrant Education"

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—Continuous Progress Plan, *Cooperative Planning, *Criterion Referenced Tests, Educational Coordination, *Interstate Programs, *Migrant Child Education, Program Coordination, *Reading Tests, Teacher Attitudes

Identifiers—*Indiana, Texas

The study determined the effects of using criterion referenced reading tests on children enrolled in migrant education programs. The main purpose was establishing educational continuity through interstate cooperation. The study involved migrant students in grades K-6 from Texas (a home base State) programs who arrived in the Indiana (a receiving State) programs. A systematic search for a viable population was made and a research design generated; but because of poor crop conditions in Indiana, the Texas target group did not appear in sufficient numbers to actualize the research plan. The new project goal was to introduce the criterion referenced approach into several Indiana cooperative migrant education programs to determine the type of problems encountered from a variety of sources. Migrant programs in Elwood, Walton, and Converse administered the Criterion Reading materials to their students and reported teachers' perceptions. Some findings were: (1) overall the teachers' response to this approach was positive and (2) most highly valued were the materials' diagnostic nature as well as the concept of educational continuity and visible evidence of progress made possible through this approach. Many Indiana teachers felt that initiating the tests was time consuming in a short term program and that more teaching could be spent with the children if the tests were instituted at the home base State. (Author/NQ)

ED 096 072 RC 008 114

Archer, Clifford P., Comp. And Others

The Role of the Community School Throughout the World. Improvement of Rural Life.

National Education Association, Washington, D.C. Dept. of Rural Education.

Pub Date 60

Note—102p.; Out of print

EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE

Descriptors—Adult Education, Agency Role, Curriculum Planning, *Educational Development, Foreign Countries, Human Development, Life Style, *National Programs, *Program Descriptions, Rural Development, *Rural Education, *School Community Cooperation, Teacher Education

Wherever a community school exists, it is devoted to the improvement of the people's

quality of living. Its curriculum reflects the problems of the surrounding area Educational activities of both children and adults are often organized around the school. The school program becomes the community program as teachers, administrators, and parents work together to better life for all. Where the quality of living is being improved, the school program is based on the principles that (1) good learning experiences utilize and grow from the child's own environment; (2) education is more effective when directed toward the improvement of living; and (3) it is important that the school program be sufficiently flexible and varied so each child may have the opportunity to grow to his maximum capacity. The Department of Rural Education, National Education Association, requested descriptions of good rural community school developments from selected persons in the United States and other countries. The descriptions in this 1960 publication, designed to familiarize rural educators with some rural community school practices, are from the Philippines, Puerto Rico, Libya, Jordan, Norway, Australia, Israel, Bolivia, Egypt, and the United States. They pertain to living standards, school curriculums based on needs and resources, adult education, colleges, teacher education, government agencies, and cooperative planning for school and community improvement. (NQ)

ED 096 073 RC 008 115

Ray, Charles K.

Alaskan Native Education: An Historical Perspective. Research and Evaluation Report Series No. 18-A.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date Oct 73

Note—212p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Administrator Attitudes, *American Indians, Change Strategies, Contracts, Educational Finance, *Educational History, *Eskimos, *Federal Programs, Financial Needs, Legislation, *Program Descriptions, Rural Education, State Programs, Transfer Policy

Identifiers—*Alaska, BIA, Bureau of Indian Affairs

Designed to help Alaskan Native communities and organizations, State and Federal officials, citizens of Alaska, and professional educators in dealing with changing educational situations, the report provides a reliable and succinct history of Alaskan education from the time of the area's purchase from Russia in 1867. One of the major problems in Alaskan education has been its dual school system. The major impediment to the unification of these systems has been and remains a financial one. The 14 appendices, which comprise the majority of the document, cover: 1950 information about Alaskan Native Service Education activities; the 1970 agreement between Alaska and the Bureau of Indian Affairs (BIA) for the administration of Johnson-O'Malley funds; 1970 plans for the transfer of Federal schools to the State; 1954 information relative to financing contract schools; 1966 plans for rural Alaskan education; background on the William E. Beltz Vocational School (Nome); the 1971 Northwest Alaska Education Planning Project Proposal; the 1972 BIA Manual for education through Indian organization; a 1970 White House release rejecting the policy of termination in Indian affairs; and BIA schools transferred to the State. (KM)

ED 096 074 RC 008 116

Delivery of Special Education Services in Rural Remote Areas. Working Conference Report (Portland, Oregon, December 5-7, 1973).

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Association of State Directors of Special Education.; New Mexico State Univ., Las Cruces. Southwest Regional Resource Center.; Oregon Univ., Eugene.; Utah Univ., Salt Lake City.

Pub Date Dec 73

Note—54p.

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—Change Strategies, Community Size, *Conference Reports, *Delivery Systems, Depressed Areas (Geographic), Exceptional Children, Geographic Location, *Handicapped Students, Human Services, Local Issues, Population Distribution, Regional Schools, *Rural Areas, *Special Education

A working conference on the delivery of special education services in rural remote areas was conducted in December 1973 (Portland, Oregon). The 2 major purposes were to: (1) identify and explore general problems and potential ways to overcome them in rural areas of the western United States; and (2) provide a replicable process for a district, region, or agency to do the same thing in their particular area. This report presents an analysis and sythensis of the information identified as crucial by task forces from a variety of geographic areas. It describes the composition of the groups; lists priority issues, goals, and their implications as identified by each task force; presents potential solutions for the 2 major issues on which there was a consensus by the entire conference -- (1) parental awareness of existing problems in special education; and (2) a model for delivery of comprehensive educational services to exceptional children in rural remote regions. In addition, a random sample of conference participants identified steps to take individually to improve special education service delivery. (KM)

ED 096 075 RC 008 117

Persons of Spanish Origin in the United States: March 1974 (Advance Report). Population Characteristics, Current Population Reports.

Report No—Ser-P-20-267

Pub Date Jul 74

Note—7p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 or U. S. Department of Commerce district offices (Series P-20, No. 267, $0.25)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Age, American Studies, Census Figures, *Demography, Education, *Ethnic Origins, Family Characteristics, National Surveys, *Population Trends, *Spanish Speaking, *Statistics

Demographic, social, and economic characteristics of persons of Spanish origin in the United States are presented in this advance report. Data were collected in the March 1974 Current Population Survey, indicating that there were about 10.8 million persons of Spanish origin in this country. Subcategories of Spanish origin are: Mexican, Puerto Rican, Cuban, Central and South American, and other Spanish. The statistics are for such characteristics as age, sex, residence, years of school completed, income, employment, occupation, and family. A more detailed report is forthcoming. (NQ)

ED 096 076 RC 008 118

Davis, Adam Clarke And Others

Fertility Behavior in a Tri-Racial, Low Income Rural County. Project Report.

North Carolina State Univ., Raleigh. Dept. of Sociology and Anthropology.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date 74

Note—193p.

EDRS Price MF-$0.75 HC-$9.00 PLUS POSTAGE

Descriptors—American Indians, *Behavior, *Birth Rate, Caucasians, Contraception, *Family Planning, *Low Income Counties, Negroes, Population Trends, Pregnancy, Program Descriptions, Reproduction (Biology), *Rural Population, Social Attitudes, Tables (Data)

Identifiers—*North Carolina, Robeson County

Child bearing is probably one of the most important functions of the family in American society today. This study identified and investigated the (1) reasons for the existing differentials in fertility behavior (preferences, contraceptive use and effectiveness, and actual fertility) of white, black, and American Indian groups in a low income predominantly rural county and (2) potential problem areas in the development and implementation of fertility control programs among each of these groups. A tri-racial group of male and female interviewers from Robeson County, North Carolina (locus of the research) mostly questioned respondents of their own race. Pre-interviews determined eligible females and couples (females had to be between 18 and 49 and if without a spouse, have at least one child) and their race. The 695 interviews examined the total number of live births, family size preferences, and socioeconomic status. Data were analyzed, for the most part, using descriptive statistical measures (e.g., the arithmetical mean and percentage distributions). Control variables considered major variants were race, age, socioeconomic status, years married, and age at first marriage. Survey results were presented for the total sample and for various subgroups. Some findings were: (1) 73.4 percent of the wives approved of family planning; (2) when race is controlled, more whites approved of family planning than blacks; and (3) more blacks approved than Indians. (NQ)

ED 096 077 24 RC 008 119

How Well Do They Represent You? A Handbook on Local Rural School Boards for Parents and Other Citizens.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Bureau No—BR-6-2469

Pub Date Aug 74

Contract—OEC-1-6-062469-1574(14)

Note—24p.

Available from—ERIC Clearinghouse on Rural Education and Small Schools, Box 3AP, Las Cruces, NM 88003 ($1.00)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Board of Education Role, Changing Attitudes, *Community Control, *Educational Policy, Educational Responsibility, Evaluation, Government Role, *Parent School Relationship, Politics, Reactive Behavior, *Rural Education, Social Action

In recent years, parents and other citizens have lost their influence over local school boards because of increasing enrollment and district consolidation, lack of contact between board members and classroom teachers, teacher organization and subsequent veto power over boards, and the bureaucratization of educational systems. To alleviate this, the handbook on local rural school boards explains what kind of people are board members, how long they serve, and how they are elected or appointed. Subsequent sections cover: (1) how school boards are political, how the State and Federal governments infringe on local authority, and how local governments exercise control; (2) who is really in charge, whether the board members ought to use their own judgement or reflect what their "constituents" prefer, and whether they are representative of the entire public; (3) some strengths and weaknesses; (4) school board responsibilities; (5) how the superintendent and the board work together; (6) how boards report to the public, with suggestions for open meetings, newsletters, annual reports, and handbooks for parents; and (7) how to approach and influence the local school board. Ideas to consider include community involvement, student advisory boards, experimental and volunteer programs, and public surveys. Two checklists, "How does your school board rate?" and "How do you rate as a school patron or parent?" are also given (KM)

ED 096 078 RC 008 120

Christenson, James A.

Through Our Eyes; Vol. 4: Community Preferences and Population Distribution. Miscellaneous Extension Publication No. 112.

North Carolina State Agricultural Extension Service, Raleigh.

Report No—Misc-Ext-P-112

Pub Date Apr 74

Note—22p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Community Attitudes, *Community Characteristics, Human Living, Human Services, Information Needs, Leadership Responsibility, Metropolitan Areas, *Population Distribution, Relocation, *Residential Patterns, *Rural Areas, Suburban Environment, Tables (Data)

Identifiers—*North Carolina

A responsibility of State, regional, and county leaders, planners, and policy makers is achieving the public's desires. However, to formulate plans and policies, several questions pertaining to com-

munity preferences and population distribution need analysis. Information on population distribution in North Carolina and the people's community preferences with comparisons to other areas of the United States is presented in this report (part of a series focusing on State needs and goals, community problems and concerns, and the people's values and aspirations). Data were gathered during April and May 1973 from 3,115 household heads, representing a 70 percent response rate from a Statewide sample of 4,470 potential respondents. Questions pertained to respondents' preferences for community size, location, and type of community; their satisfaction with their present living situation; and their willingness to relocate. Findings showed that most North Carolinians prefer to live in nonmetropolitan areas; 17 percent prefer to live more than a 15-minute drive from a city; population and location considerations did not seem to be crucial in selecting a community; and a good place to raise children, quality water, air, schools, health facilities, and job opportunities were of major importance. (NQ)

ED 096 079 RC 008 121

Christenson, James A.

Through Our Eyes; Vol. 5: Rural-Urban Problems in North Carolina. Miscellaneous Extension Publication No. 113.

North Carolina State Agricultural Extension Service, Raleigh.

Report No—Misc-Ext-P-113

Pub Date May 74

Note—22p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Community Attitudes, Community Characteristics, *Community Problems, Drug Abuse, Employment Problems, Family Income, Health, Information Needs, Pollution, Race Relations, Recreation, *Rural Urban Differences, *Socioeconomic Influences, *Statewide Planning, Transportation

Identifiers—*North Carolina

Planning is essential if future events are to be controlled and desired change brought about. Decision making, like planning, must be based on facts. A direct relationship exists between good decision making and the use of factual information. One of the most crucial areas where information is lacking concerns the opinions of local citizens. This bulletin determines priorities based on North Carolinians' perceptions of problems in their communities. Different community types are defined by size, density, and characteristics of the people. Information was gathered through a Statewide survey conducted during April and May 1973. Questionnaires were mailed to 4,470 household heads; 3,115 were returned for a 70 percent response rate. The 39 items identified were grouped through factor analysis into 13 common areas of concern. Results showed that North Carolinians see the cost of living; the use of illegal drugs; and the availability of recreational and entertainment facilities, medical facilities, and transportation as major problems in their communities. The use of illegal drugs, pollution, race relations, and transportation were considered more serious in urban areas; medical facilities, recreation, employment opportunities, and industrial development were more serious in rural areas. (NQ)

ED 096 080 RC 008 122

Christenson, James A. Hamilton, Vance E.

Through Our Eyes; Vol. 7: Rural-Urban Health Care in North Carolina.

North Carolina State Agricultural Extension Service, Raleigh.

Pub Date Jun 74

Note—22p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Community Attitudes, Facility Planning, *Health Facilities, *Health Personnel, Health Services, Manpower Needs, *Medical Services, Perception, *Rural Urban Differences, Tax Allocation

Identifiers—*North Carolina

North Carolinians' perceptions of the seriousness of the health care problem and their willingness to allocate additional tax money for health and medical care were examined. The analysis consisted of: (1) What is the health manpower facilities situation in different parts of North Carolina? (2) Does the people's perception of the situation's seriousness correspond with the availability of medical manpower and facilities? (3) Who is most concerned about medical manpower and facilities? and (4) How do these relate to people's willingness to allocate additional tax money for health and medical care? Data were gathered in a Statewide survey during April and May 1973 from 3,115 household heads out of 4,470 potential respondents. Health manpower and facilities were measured by the number of people per physician and per hospital bed. Some findings were: (1) people in rural areas were more concerned about the availability of medical facilities and staff than people in more urban areas; and (2) people in rural areas did not express a greater willingness than urban people for allocating additional tax money for health and medical care programs. The definition of health, the national situation, and a comparison of the national situation with that in North Carolina are briefly discussed. (NQ)

ED 096 081 RC 008 123

Brown, David L.

The Socioeconomic Characteristics of White and Nonwhite Populations in Growing and Declining Nonmetropolitan Counties, 1970.

Pub Date Aug 74

Note—22p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Montreal, Quebec, August 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Academic Achievement, Age, Area Studies, *Caucasians, Employment Level, Human Geography, Income, *Negroes, *Population Trends, *Rural Areas, *Socioeconomic Background, Southern Community, Tables (Data), Urbanization

Socioeconomic characteristics of growing and declining nonmetropolitan counties in 1970 were compared. Separate analyses for whites and nonwhites and for the South and non-South regions were presented. Observation units were 1,308 nonmetropolitan counties and county equivalents having 250 or more nonwhite residents. Growing and declining counties were dichotomized into those which had grown by even one person and those that had not grown or had declined. The urbanization level was controlled to determine the association between population change and population composition. By grouping together those counties having 20,000 or more urban residents and those having less than 20,000 urban residents, two urban categories were delineated. Some findings were: (1) declining counties have a deficit of young adults (aged 15 to 45) and a surplus of persons 45 and older; (2) the median age of growing counties was 27.1 years and 29 years in declining counties; (3) nonwhites in growing counties had higher levels of educational attainment than their counterparts in declining counties; (4) median family income was substantially lower in declining counties than in growing counties, regardless of race, region, or level of urbanization; and (5) the labor force participation rate of females in growing counties exceeded that in declining counties, regardless of race, region, and level of urbanization. (NQ)

ED 096 082 RC 008 125

Spencer, Barbara G. And Others

Occupational Orientation Among the Choctaw Indians.

Mississippi Agricultural Experiment Station, State College.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No—USDA(CSRS)-S-81

Pub Date 25 Aug 74

Note—28p.; Paper prepared for Annual Meeting of the American Sociological Association (69th, Montreal, Canada, August 25-29, 1974)

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*American Indians, Community Leaders, Cultural Differences, Disadvantaged Youth, *Expectation, *High School Students, Majority Attitudes, *Occupational Aspiration, Perception, *Reservations (Indian), Residence Requirements, Role Models, Self Concept, Social Isolation

Identifiers—*Choctaws, Mississippi

The paper examined occupational projections and orientations of an American Indian group, the Mississippi Choctaws. Two related problems currently facing the tribe are the low educational and skill levels of its population and persistently high unemployment rates. In 1973, permission was granted to study the occupation and residential aspirations and expectations of 133 students in Choctaw Central High School, the only high school for Choctaws in the State. Since the cultural and socioeconomic background of the Indians may cause their occupational status hierarchy to vary from that of the larger society, the study was expanded to include the "general standing" of occupations among the Indians. Data analysis suggested that student aspirations were limited by locally visible and relevant jobs and occupations that other Choctaws have attained. Findings also indicated that, while almost all Choctaw youths aspired to occupations which have high or moderate status within their own subsociety, many of these rank substantially lower by standards of the larger society. This suggested that researchers should take the possibility of variant occupational perceptions into consideration in assessing the occupational aspirations and expectations of minority youths. They further suggest the need for an examination of the prestige assigned to occupations by isolated populations. (KM)

ED 096 083 RC 008 126

Shafer, Lary

Group Differentiation of Teachers on the Papago Reservation: A Comparison of BIA and County Teachers.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date May 74

Note—20p.

Journal Cit—BIA Education Research Bulletin, Vol. 3, No. 2, May 1974

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Age, *American Indians, Background, Bias, Community Programs, Comparative Analysis, Educational Background, Experience, *Federal Programs, Inservice Teacher Education, Qualifications, *Regional Programs, Teacher Administrator Relationship, *Teacher Attitudes, *Teacher Characteristics

Identifiers—BIA, Bureau of Indian Affairs, *Papagos

Teachers on Indian reservations or in Indian communities are a specific homogeneous group since they teach the same minority group, live in a specific but often different area, and function in a cross-cultural situation. This study examined teachers of the Papago Reservations and delineated obvious differences between them. Profiles are given for Bureau of Indian Affairs teachers, teachers in the Indian Oasis School District, and all teachers as a whole. Initial contacts were made with the superintendents of the respective groups; 100 percent of the Bureau staff and 90 percent of the county respondents were sampled. Social distance between the teachers and Indians as an indication of community integration could not be measured by this questionnaire. Responses to the question, "American Indians have made major contributions to American society" were positive for both groups at a 90 percent frequency. There are 2 possibilities that account for these answers: (1) many may have answered by reaction rather than by considering the question and answers; or (2) the consideration that, for the Indian to have a valid culture, he must somehow show how it relates and contributes to American society. If these are correct, then there are important implications for Indian education. If teachers are going to work with Indian problems and carry with them the assumption that the Indian must somehow relate to American society as a whole, the possibilities of negative consequences are greatly increased. (KM)

ED 096 084 RC 008 127

Horton, James M. Annalora, Donald J.

Student Dropout Study of Ft. Wingate [New Mexico] High School.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date May 74

Note—14p.

Journal Cit—BIA Education Research Bulletin, V3,n2, May 1974

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*American Indians, Attendance, *Boarding Schools, Delinquency Causes, Dormitories, Drinking, *Dropout Attitudes, *Dropout Research, Federal Programs, Health, *High School Students, Identification, Stealing
Identifiers—*Fort Wingate High School, Gallup, New Mexico
The report examined the American Indian dropout rate for the fall semester, 1973-74, at Ft. Wingate High School (FWHS) in Gallup, New Mexico. For that period, the FWHS dropout rate was 26 percent, compared to a national average of about 25 percent (FWHS) statistics are for one semester; national statistics are for an entire year). Dropouts were defined as students who had enrolled in the Federal boarding school and later withdrew without completing a full year. Reasons for leaving were: (1) illness, (2) transferred to another school, (3) did not return from home leave, and (4) some kind of trouble. A questionnaire was developed and sent out to each of the identified dropouts, with a 35.4 percent return rate. Section A asked reasons for withdrawal, covering health; absence; parental influence; dorm conditions; and trouble with police, other students, or at home. The major reasons for dropping out were: (1) sent home for drinking or AWOL (17.2 percent); (2) stealing in dorms (16.6 percent); and (3) missed too many days. Things the respondents liked most about FWHS were counselors (92.7 percent), teachers (91.2 percent), and activities (90.6 percent). Things disliked most were other students (30.9 percent) and dorm staff (28.8 percent). Activities and classes were felt to be the best things about Wingate High School; drinking and stealing in the dorms were the worst. (KM)

ED 096 085 88 **RC 008 129**
Teacher's Guide to Fifth Grade Environmental Education.
Upper Mississippi River ECO-Center, Thomson, Ill.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Plans and Supplementary Centers.
Pub Date 74
Note—153p.
EDRS Price MF-$0.75 HC-$7.80 PLUS POSTAGE
Descriptors—Audiovisual Aids, Camping, Curriculum Development, Ecology, *Environmental Education, *Grade 5, *Interdisciplinary Approach, Natural Resources, *Outdoor Education, Perceptual Development, Resource Materials, Science Units, *Teaching Guides
Identifiers—Elementary and Secondary Education Act Title III, ESEA Title III, Illinois, *Urban Mississippi River ECO Center
The Upper Mississippi River ECO-Center is an exemplary Title III, Elementary and Secondary Education Act (ESEA) environmental education project serving the seven school districts of Carroll County, Illinois. The Center has been involved in these aspects of environmental education: outdoor education, inservice training, curriculum development, reference center development, resource development, and information dissemination. This handbook has been designed for use by fifth grade teachers in Carroll County and as an aid to other schools and teachers developing environmental education programs. The activities which have been used and evaluated in the seven county districts, have been used primarily in fifth grade but most could be adapted to other grade levels. Evaluation of fifth grade students during the first 2 years of operation showed a significant increase in environmental awareness. Topics are: implementing environmental education, ECO-Center fifth grade environmental education, environmental awareness, man and the river, man and the elements, sewage treatment plants, school camping, school site activities, classroom instruction, and additional resources. (Author/NQ)

ED 096 086 40 **RC 008 130**
Askins, Billy E. And Others
Responsive Environment Program for Spanish American Children (REPSAC): Third-Year Evaluation Study. Final Evaluation Report, 1973-74.
Adobe Educational Services, Lubbock, Tex.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Clovis Public Schools, N. Mex.
Bureau No—H0010SK
Pub Date May 74
Grant—OEG-0-73-0710
Note—102p.; For related documents, see ED068219 and ED085122
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—Academically Handicapped, Attitudes, Bilingual Students, Community Involvement, *Educational Disadvantagement, *Handicapped Students, Language Development, Parent Participation, *Program Descriptions, *Program Evaluation, *Spanish Americans
Identifiers—*Clovis, New Mexico
The Responsive Environment Program for Spanish American Children (REPSAC) is a group educational program for "high risk" (of low birth weight and with various handicaps) Spanish American children. It aims to provide successful experiences for these children in both English and Spanish language learning and in improving cognitive and affective development. During 1973-74 (REPSAC's third year of operation), twenty-nine 3, 4, and 5 year old low birth weight children handicapped by physical difficulties, learning aptitude, perceptual and motor problems, language handicaps, and economic, cultural, and education deprivation participated at Clovis, New Mexico. The program was divided into comprehensive components: instructional, staff development, community-parental involvement, and media development. The evaluation design that assessed REPSAC's effectiveness used pre- and posttests. The abilities measured were: learning aptitude, language development in English and Spanish, sensory and perceptual development, speech development, school readiness, and psychomotor development. A periodic subjective evaluation of the students' self concept, observations, and interviews was also conducted. Some major findings were: students made significant gains in language ability in English and Spanish, sensory and perceptual ability, school readiness, and psychomotor development; students developed and maintained a favorable self-image; and parents maintained a positive attitude toward the program. (NQ)

ED 096 087 **RC 008 131**
Jones, Louis Thomas
Amerindian Education.
Pub Date 72
Note—190p.
Available from—The Naylor Company, P.O. Box 1838, San Antonio, Tex. 78296 ($6.95)
Document Not Available from EDRS.
Descriptors—American History, *American Indians, Attitudes, Cross Cultural Studies, Cultural Background, *Educational History, *Federal Programs, Foreign Culture, Native Speakers, *Program Improvement, *Relevance (Education), Reservations (Indian), School Community Programs, Special Schools
Basic to a progressive and meaningful program of education which will shape Indian destiny for America's tomorrow is an understanding of past educational endeavors. The text surveys, therefore, former Federal policies and highlights the pioneering work which typifies such schools as the Sherman Indian High School (Riverside, California), Haskell Indian Junior College (Lawrence, Kansas), and Navajo Community College (Chinle, Arizona). Education at the reservation level has been hampered by poor facilities, the isolation of training centers, the caliber of available teachers, and the lack of efforts to fuse the student's native Indian beliefs and attitudes with the alien white culture. With the appointment of Louis R. Bruce as Commissioner of the Bureau of Indian Affairs in 1969, the third Indian to hold this office, modernization of the Bureau was initiated and improvement of Indian services, including education, was called for. Two requirements for fitting Indian youths to meet the challenges of the electronic age -- technical training and financial student assistance -- are also discussed. The text begins with a brief discussion of foreign educational systems and their influences upon U.S. educational development. Additional chapters discuss Indian culture and language, and compare Indian educational development in the U.S. with that in Canada, Mexico, and South America. A list of 23 collateral readings (1935-71) covers modern education in general and Indian education. (Author/KM)

ED 096 088 **RC 008 134**
Bowlus, Donald And Others
A Study of Youth Attitudes Toward Authority and Their Relation to School Adjustment Patterns. A Report Prepared by the 1973-74 Humboldt County Grand Jury, June 1974.
Educational Research Associates, Trinidad, Calif.
Pub Date Jun 74
Note—60p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Acculturation, Affective Behavior, *American Indians, *Anglo Americans, Conformity, Cultural Background, *Environmental Influences, Law Enforcement, Majority Attitudes, Minority Groups, *Police School Relationship, Positive Reinforcement, Socioeconomic Influences, *Student Attitudes, Success Factors
Identifiers—California, *Humboldt County
The Humboldt County Grand Jury (1973-74) examined the attitudes of high school youths toward law enforcement in the California county. Since these are sensitive indicators of their attitudes toward authority in general, results should not be interpreted as being exclusively relevant to law enforcement. The study covered a 4 month period, sampling 671 advanced level high school students from 5 schools. The first phase surveyed student attitudes toward law enforcement officers; the second investigated the relation of student adjustment patterns to these attitudes. To identify sources of rating variations, students were divided into subgroups by sex, school attended, parents' income level, and racial group (American Indian and Anglo). Ratings of law officers are also influenced by the broader, perhaps more stable, personal and social attitudes (alienation and authoritarianism). There was a significant relationship between the respondent's degree of alienation and evaluations given law officers. Success within the school society depends primarily upon acculturation, which by and large means conformity to an implicit model of social behavior and personal conduct and compliance to the will of the teachers. Those students who are the most "culturally different" from the white middle class model, in this case Native Americans, suffer most and achieve least. The report emphasized that differences in achievement levels are not caused by differences in ability to learn, but rather are the consequence of the interaction of the students' cultural backgrounds with the school system. (KM)

ED 096 089 **RC 008 136**
Hispanic Americans in the United States. A Selective Bibliography, 1963-1974.
Department of Housing and Urban Development, Washington, D.C.
Pub Date 74
Note—31p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 2300-00271, $0.65)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Bibliographies, Books, *Cultural Background, *History, *Mexican Americans, Periodicals, Puerto Ricans, Reports, *Spanish Speaking
Prepared at the special request of HUD's (U.S. Department of Housing and Urban Development) Assistant Secretary for Equal Opportunity, this bibliography cites 328 books reports, periodical articles, and bibliographies published between 1963 and 1974 pertaining to Hispanic Americans in the United States. Providing general historical background and insight into their educational, economic, and social adjustment the items are divided into three sections: (1) General Background, (2) Mexican Americans, and (3) Puerto Ricans and Other Caribbean Spanish Speaking Peoples. An Author index (by item number) is provided. (NQ)

ED 096 090 **RC 008 138**
Jimenez, Luis A. Upham, W. Kennedy
Rural Youth in Five Southwestern States: The Population Under Age 25 in Arizona, California, Colorado, New Mexico, and Texas. Information Report No. 73-2.
Prairie View A and M Coll., Texas.
Report No—Inf-73-2
Pub Date May 74
Note—59p.; Some pages may reproduce poorly due to quality of original copy

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Age, American Indians, *Census Figures, Definitions, Ethnic Groups, *Population Distribution, *Racial Composition, Rural Population, *Rural Youth, Spanish Speaking, *Tables (Data)
Identifiers—*Southwest
Population characteristics of rural youth (persons under 25 years of age) living in the Southwestern States of Arizona, California, Colorado, New Mexico, and Texas are presented. Data were collected from the 1970 U.S. Census of Population Final Reports for the individual States. This report is organized into two sections: (1) the analytical text and (2) tabular data by State. The analytical text discusses the youth of the Southwestern region; the rural population; the rural youth of the five Southwestern States; the general distribution of the rural Spanish heritage youth by State; and the distribution of rural Native American youth. The tabular section consists of numerical data regarding rural youth by State, sex, racial or ethnic categories, and age groups. Some findings are: (1) rural youth represent 14.1 percent of all persons under 25 in the Southwest; (2) rural Spanish heritage persons tend to be generally younger than other groups; and (3) in New Mexico rural Spanish heritage youth represent over 50 percent of all rural youth. Definitions of technical terms used are provided in the appendix. (NQ)

ED 096 091 95 RC 008 139
Fourth Annual Report, 1973-74. (The American Indian Program, Graduate School of Education, Harvard University, Cambridge, Massachusetts).
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of American Indian Affairs.
Pub Date Jun 74
Grant—OEG-0-71-1085(725)
Note—17p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Activities, Admission Criteria, *American Indians, Course Descriptions, Doctoral Programs, Federal Aid, *Graduate Students, Masters Degrees, *Program Descriptions, Program Effectiveness, *Schools of Education, Services, Student Characteristics, Universities
Identifiers—American Indian Program, *Harvard Graduate School of Education
In June 1973 the Harvard Graduate School of Education admitted 4 American Indian students into a Master's degree program and one person into a doctoral program. In addition, there were 5 students continuing in the Doctor of Education degree program and one new student in the Certificate of Advanced Study program for a total of 11 participants in the 1973-74 American Indian Program. While at Harvard, students took courses in educational administration, social policy, educational planning, child development, curriculum development, and Native American education. In addition, students were also able to take courses in other graduate schools at Harvard, and could cross register at the Massachusetts Institute of Technology. In June 1974, 4 of the students received the Master of Education degree; one received the Certificate of Advanced Study. The program will continue for the 1974-75 academic year under joint funding by the Office of Education and the Bureau of Indian Affairs. For the coming year, 13 new students have been admitted: 8 Master's, 2 Certificate of Advanced Study, and 3 doctoral candidates. For Year IV, the publication covers funding, recruitment, student characteristics, program services, student activities, and a program evaluation. Appendix A gives student background data and a list of 1971-73 graduates; Appendix B explains admissions criteria for the Native American graduate program. (Author/KM)

ED 096 092 RC 008 141
OIO [Oklahomans for Indian Opportunity, Inc.] Indian Youth Council Manual.
Oklahomans for Indian Opportunity, Inc., Norman, Okla.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date 31 Jan 72
Note—119p.
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—Adult Leaders, *American Indians, Bibliographies, Cultural Background, Discussion Groups, *Educational Opportunities, Folk Drama, History, *Manuals, *Organizations (Groups), Treaties, Tribes, *Youth Programs
Identifiers—OIO Youth Councils, *Oklahomans for Indian Opportunity Youth Councils
The Oklahomans for Indian Opportunity (OIO) Youth Council Manual is divided into 5 parts. The first gives some basic information about the OIO Youth Councils, covering what a Youth Council is, who can join, the organization of the Councils, who runs them and how they work, the sponsor's role, recognition by local schools, initiating new Councils, and OIO Youth Educational Opportunity Programs. The second section gives historic highlights of Oklahoma Indian Tribes and discussion materials (no attempt was made to make this comprehensive). The land, removal and movement of Tribes into the State, broken treaties, the struggle to worship, and Tecumseh - the story of a leader, are discussed. Part 3 presents 15 discussion texts, which begin with statements from noted Indian leaders (ranging from Pontiac, Geronimo, and Wovoka to Kicking Bird and Vine Deloria, Jr.) followed by questions for further research. These cover education, white paternalism, heritage, the right to be different, war and peace, the land, historical truth, religion, the spirit of unity, self determination, termination, ecology, and survival. Part 4 presents 3 playlets: "If I Grow Up To Be Like You, I Deserve It"; "All Chinese Look Alike To Me"; and "Another Man Is My Mirror". Part 5 is a balanced, though not complete, bibliography of Indian materials, citing approximately 240 references published between 1858 and the present. (KM)

ED 096 093 RC 008 150
Farley, Jennie
Chenango Development Project -- Peoplemobile Project Evaluation.
Cornell Univ., Ithaca, N.Y. Cooperative Extension Service.; State Univ. of New York, Ithaca. Coll. of Agriculture at Cornell Univ.
Pub Date 24 Oct 71
Note—22p.; For related document, see RC008074
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Bus Transportation, College Students, *Delivery Systems, Disadvantaged Groups, *Human Services, Information Needs, Interagency Cooperation, Low Income Groups, *Mobile Educational Services, *Program Descriptions, *Rural Population, Summer Programs
Identifiers—Chenango County, New York, *Peoplemobile
In October 1970 the New York State College of Agriculture and Life Sciences at Cornell University and Cooperative Extension launched a research and action pilot program to improve the quality of life in Chenango County. High priority areas included the improvement of social services delivery and the increased participation of low income families in the economic, social, and political life of the county. The need for the Peoplemobile was suggested by the field staff and confirmed by research studies during the first year. It appeared that the persons most in need of help -- the rural poor -- were being helped the least. Therefore, the project staff obtained a used schoolbus and staffed it with college-age summer assistants with special areas of expertise (e.g., services offered by different agencies). The Peoplemobile took its first trip in June 1971, providing information to approximately 200 individuals or families. Overall, the evaluation of the project concluded that the Peoplemobile should be continued. Also, the project found evidence to suggest that: (1) there is need for a bridge between the rural poor and the agencies; (2) low income people sometimes need support in dealing with their problems; (3) low income persons need help, particularly legal, in clarifying their problems; and (4) the problem of helping agencies help the rural poor is an urgent and complex one. (KM)

ED 096 094 RC 008 151
Hildebrand, Alice S., Comp.
Statistics Concerning Indian Education, Fiscal Year 1973.
Bureau of Indian Affairs (Dept. of Interior), Washington, D.C. Office of Education Programs.
Pub Date 73
Note—48p.; For related document, see ED075129
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*American Indians, *Annual Reports, Boarding Schools, *Educational Assessment, Federal Legislation, Private Schools, Public Schools, Religious Organizations, Reservations (Indian), *Statistical Data, *Tables (Data), Treaties, Tribes
American Indian children attend public, Federal, private, and mission schools. In fiscal year 1973 there were 187,613 Indians (aged 5 to 18 years) enrolled in these schools in the U.S. Of these 68.5 percent attended public schools; 25.6 percent attended Federal schools; and 5.9 percent attended mission and other schools. The Bureau of Indian Affairs (BIA) operated 195 schools and 19 dormitories for public school children. The BIA has direct responsibility for the 55,051 children enrolled in Federal schools and housed in Federal dormitories, and partial financial responsibility for approximately 2/3 of those in public schools. These statistics on Indian education are published annually by the BIA and are available in the fall following the close of the school term they cover. Congressional appropriations to the BIA are limited to the education of children of 1/4 or more Indian blood and native children in Alaska (Indians, Eskimos, and Aleuts). It was noted that children over 18 are not included in the enumeration of school-aged populations. The 18 tables cover such things as enrollment, attendance, boarding schools, day schools, hospital schools, dormitories, school construction, summer programs, higher education, Johnson O'Malley funds, contract schools, and adult education. (KM)

ED 096 095 RC 008 152
Sahmaunt, Ace And Others
Education on Indian Terms. Annual Conference, National Indian Education Association. A Summary Report. (5th, Milwaukee, Wisconsin, November 14, 15, and 16, 1973).
National Indian Education Association, Minneapolis, Minn.
Pub Date 16 Nov 73
Note—24p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Adult Educators, *Adult Leaders, *American Indians, *Conference Reports, Federal Legislation, Federal Programs, Organizations (Groups), Politics, *Self Directed Groups, Speeches, Student Participation
Identifiers—*National Indian Education Association, NIEA, Wisconsin
The report of the 5th Annual Conference of the National Indian Education Association (November 1973, Wisconsin) focuses on education on Indian terms. The summary includes conference highlights, such as the Wisconsin Indian Educator of the Year Award, student concerns, and Title IV, Indian Education Act. Representative excerpts of conference speakers and workshops cover legal issues in education, financial aid for higher education, students as an integral part of the National Indian Education Association (NIEA), the NIEA Library Project, Project MEDIA to develop a data base of Native materials, and the NIEA Education Professions Development Act Assistance Project. NIEA executive staff members, directors, and conference committee members are also listed. Addresses were given by such persons as the NIEA Director, the President of the Great Lakes Inter-Tribal Council, the Milwaukee Mayor, the Wisconsin Lieutenant Governor, the Deputy Superintendent of the Wisconsin Department of Public Instruction, candidates for the position of Deputy Commission for Indian education (U.S. Office of Education), the President of the National Congress of American Indians, and representatives of various tribes and groups. (KM)

ED 096 096 RC 008 160
Grigg, M. R.
A Demographic and Ecological Analysis of the Rural-Urban Distribution of Physicians in North Carolina.
Pub Date Aug 74

Note—27p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Montreal, Quebec, Canada, August 1974)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Change Agents, *Environmental Influences, Health Occupations, Hospitals, Medical Schools, Medical Services, *Physicians, *Population Distribution, *Rural Population, *Socioeconomic Influences
Identifiers—*North Carolina
The study examined 7 demographic and ecological variables that influence the distribution of physicians in North Carolina: population size; percent change in population size; per capita income (population composition); "medical environment" - hospital facilities (number of hospitals and beds); physicians' proximity to a hospital center; and proximity to a medical school. The use of stepwise regression analysis and multivariate analysis of variance permitted an assessment of the relative importance of each of these variables for counties and hospital service regions. Findings indicated that substantial amounts of the variations in 3 of the 4 categories of physicians (physician/population ratios, percent of physicians who are general practitioners, and percent of specialists who are board certified) could be explained by one or a combination of 3 variables -- hospital facilities, population size, and income. (Author/KM)

SE

ED 096 097 SE 016 450
Aerospace Bibliography. Sixth Edition.
National Aerospace Education Council, Washington, D.C.
Spons Agency—National Aeronautics and Space Administration, Washington, D.C.
Report No—EP-48
Pub Date 72
Note—115p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 3300-0460, $1.25)
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—*Aerospace Technology, *Annotated Bibliographies, Astronomy, *Booklists, Career Opportunities, Information Sources, *Reference Materials, Satellite Laboratories, Space Sciences
Identifiers—NASA, National Aeronautics and Space Administration
This sixth edition of the National Aeronautics and Space Administration's (NASA) bibliography presents an updated list of books, references, periodicals, and other educational materials related to space flight and space science. To find materials on a particular subject and for a specific reading level, users are advised to refer first to Part 1-Subject Index. Details are found in Part 2. Part 3 includes listings of reference materials related to space flight and space science, while Part 4 provides a list of related periodicals. Elementary and secondary teachers and adult readers will find this bibliography useful. There is an index to titles, a description of NASA services, and a list of addresses of sources of books and other materials. For the most part, books listed in this bibliography bear copyright dates beginning with 1969 through fall 1971. (EB)

ED 096 098 SE 016 457
A Navigation Compendium. Revised Edition.
Naval Training Command, Pensacola, Fla.; Naval Training Publications Detachment, Washington, D.C.
Report No—NAVTRA-10494-A
Pub Date 72
Note—207p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20420 (Stock No. 0502-052-4710; no price quoted)
EDRS Price MF-$0.75 HC-$10.20 PLUS POSTAGE
Descriptors—Electronics, Instruction, *Instructional Materials, *Navigation, *Oceanology, Physics, Science Education, Teaching Guides, *Technical Education
Identifiers—Navy
This unit of instruction was prepared for use in navigation study at the Officer Candidate School, the various Naval ROTC Units, and within the fleet. It is considered a naval text. It covers a wide and expanding subject area with brevity. Basic and elementary navigational terms and instruments are presented and described. The use of charts and publications which constitute a source of information which the navigator constantly uses are presented in detail. Such topics as tides and currents, basic and advanced electronic navigation systems, nautical astronomy, time and timepieces, sight reduction and celestial computations are included in the program. The appendixes include nautical charts, useful physical laws and trigonometric functions, extracts from various publications, and various forms of instruction from navigation workbooks. (EB)

ED 096 099 SE 016 562
Operations and Maintenance Manual, Atmospheric Contaminant Sensor, Revision B.
National Aeronautics and Space Administration, Washington, D.C.
Report No—N73-10469; NASA-CR-128603
Pub Date Mar 72
Note—86p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (N73-10469, PC-$6.50 MF-$1.45)
Document Not Available from EDRS.
Descriptors—*Air Pollution Control, *Environment, *Instrumentation, *Pollution, *Science Equipment
Identifiers—*Atmospheric Contaminant Sensor
The sensor is a mass spectrometer system which continuously monitors the atmospheric constituents of hydrogen, water vapor, nitrogen, oxygen, and carbon dioxide, and monitors the Freons on a demand sampling basis. The manual provides a system description, operational procedures, and maintenance and troubleshooting instructions. Circuit diagrams are included. (NTIS)

ED 096 100 SE 016 575
Layton, David, Comp.
A List of Theses for Higher Degrees in British Universities Completed 1968, 1969, 1970, and 1971.
Leeds Univ. (England). Centre for Studies in Science Education.
Pub Date [72]
Note—24p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Bibliographies, Doctoral Theses, International Education, Masters Theses, *Mathematics Education, *Research, *Resource Materials, *Science Education
Identifiers—*Great Britain
This list of research studies in the fields of mathematics and science education was compiled from details provided by universities in England, Scotland, and Wales. It is considered an interim list to supplement an annual publication of an Index to Theses. It is considered as a source of help to supervisors, higher degree students, and others interested in research activities in math and science. Titles are arranged in a simple alphabetical classification. Separate indexes of authors and subjects are provided. Details of the theses are presented in a one or two sentence statement. (EB)

ED 096 101 SE 016 769
Knecht, W.
New Trends in Physics Teaching. Vol. 1, 1965-1966.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date Jan 72
Note—271p.
Available from—Unipub Publications, P. O. Box 433, New York, New York 10016 ($6.50)
Document Not Available from EDRS.
Descriptors—*Curriculum, *Instruction, Instructional Innovation, *International Education, *Physics, Program Descriptions, *Science Education, Science Programs
Identifiers—Trends, UNESCO
This publication provides an exchange of information on modern content, approaches, curricula, and techniques introduces in the early 1960's, as well as additions or modifications made to older teaching methods during this period. The information presented consists partly of reprints from scientific journals and books and partly of reports. The contributions and extracts are reproduced in the original language, as received. The section classified by countries gives details of: (1) new approaches to physics teaching and improvement of course content; (2) curriculum reform; (3) books of special interest for the improvement of physics teaching; (4) new materials for use in classrooms, laboratories, and testing; and (5) journals devoted to the teaching of physics. This booklet is intended for use by physics teachers at universities, teacher-training institutions, and secondary schools, as well as by science editors and the staff of physics sections of teachers' associations. (Author/EB)

ED 096 102 SE 016 816
CACHE Physical Properities Data Book.
National Academy of Engineering, Washington, D.C. Commission on Education.
Pub Date Aug 72
Note—37p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Annotated Bibliographies, *Chemistry, Computer Assisted Instruction, Data Collection, *Data Sheets, *Engineering Education, Guides, *Resource Guides, Science Education
Identifiers—CACHE, Computer Aids for Chemical Engineering Education, *Physical Properties
This document presents a report of the Computer Aids for Chemical Engineering Education (CACHE) Committee concerned with references to previously measured physical properties. A partial list of data that are of use to the chemical engineer is assembled in three tables. References are listed by title, author, publisher, and date. Following each reference is a brief description of the reference. Data regarding identifying properties, critical constants, reaction rate constants, and hazardous or toxic properties are included in the compilation. Types of substances included in the reference are indicated by code letters. References have been divided into the categories of handbooks, general data tabulations, and reference sources. All references are annotated. (EB)

ED 096 103 SE 016 817
CACHE Guidelines for Large-Scale Computer Programs.
National Academy of Engineering, Washington, D.C. Commission on Education.
Pub Date Feb 73
Note—19p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Chemistry, *Computer Assisted Instruction, Computer Oriented Programs, Computer Science Education, *Engineering Education, *Guidelines, Guides, Science Education
Identifiers—CACHE, *Computer Aids for Chemical Engineering Education
The Computer Aids for Chemical Engineering Education (CACHE) guidelines identify desirable features of large-scale computer programs including running cost and running-time limit. Also discussed are programming standards, documentation, program installation, system requirements, program testing, and program distribution. Lists of types of large-scale programs are included. (EB)

ED 096 104 24 SE 016 989
Fulton, John P. Hazeltine, Barrett
Instruction Using Experiments in a Computer. Final Report.
Brown Univ., Providence, R.I. Div. of Engineering.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
Bureau No—BR-8-A-025
Pub Date 31 Jul 73
Grant—OEG-1-8-080025-0038-057
Note—62p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*College Science, *Computer Assisted Instruction, Curriculum Research, Engineering Education, *Individualized Instruction, Instructional Materials, *Physics, Science Education, *Simulation
Included are four computer programs which simulate experiments suitable for freshman en-

gineering and physics courses. The subjects of the programs are ballistic trajectories, variable mass systems, trajectory of a particle under various forces, and design of an electronic emplifier. The report includes the problem statement, its objectives, the history of the project, its evaluation methods, and results. A bibliography is included. A listing of the programs, a typical terminal session, and the questionnaire used by the students in evaluating the programs are included in the appendixes. (Author/EB)

ED 096 105 SE 017 020

National Sea Grant College Program Authorization. Joint Hearing Before the Subcommittee on Oceans and Atmosphere of the Committee on Commerce and the Subcommittee on Education of the Committee on Labor and Public Welfare, United States Senate, Ninety-Third Congress, First Session on S. 1262 and H.R. 5452.

Congress of the U.S., Washington, D.C. Senate Committee on Commerce.; Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 30 May 73

Note—101p.

EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE

Descriptors—College Science, *Educational Legislation, *Federal Legislation, *Interinstitutional Cooperation, Marine Technicians, *National Programs, *Oceanology, Program Descriptions

Identifiers—National Oceanic and Atmospheric Administration, *National Sea Grant College Program Authorization

Presented is the hearing to extend and make technical corrections to the National Sea Grant College and Program Act of 1966 as amended. The texts of the bills presented by the Senate (S. 1262) and the House (H.R. 5452) on these matters and the National Science Foundation comments on S. 1262 are included. Among the proposed amendments is the transfer of authority from the "National Science Foundation" to the "Secretary of Commerce." Statements summarize the purpose of the Act, include examples and samples of existing college programs, and present potential programmatic goals which include expansion of international efforts. Discussions among committee members indicate concern over the administration's proposal to freeze money at last year's level which would mean program reduction. Appended are supporting letters, articles, and statements. (MLB)

ED 096 106 SE 017 327

Shannon, James A., Ed.

Science and the Evolution of Public Policy.

Pub Date 73

Note—259p.

Available from—The Rockefeller University Press, 66th Street and York Avenue, New York, NY 10021 ($11.00)

Document Not Available from EDRS.

Descriptors—Federal Aid, Federal Programs, *Graduate Study, Policy Formation, *Science Education, *Scientific Enterprise, Scientific Manpower, *Scientific Research, Technology

This book is based on a series of 12 lectures delivered at The Rockefeller University where scholars addressed themselves to problems of science today. Science, as a general term used in this book, encompasses research, development, and education in both the academic and industrial sense and by both governmental and private agencies. Concern is with the interactions of science and society as well as with the opportunities and demands of science itself. These working seminars examined the evolution and execution of public policy in science and related education. Section headings of purpose and utility of science, development and goals, university, federal support of science, and support of science indicate the scope of the book. (Author/LS)

ED 096 107 SE 017 640

Mack, Perry Victor

A Comparison of Career Progress of Science and Mathematics Graduates of Selected Thirteen-College Curriculum Programs and Conventional College Programs.

Pub Date 73

Note—93p.; Ed.D. Dissertation, Rutgers University, The State University of New Jersey

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-32,227, MF-$5.00, Xerography-$11.00)

Document Not Available from EDRS.

Descriptors—*College Curriculum, Compensatory Education, Culturally Disadvantaged, Doctoral Theses, Educational Research, *Higher Education, Science Education, *Student Motivation

Identifiers—*Research Reports, Thirteen College Curriculum Program

Investigated were differences between students participating in a compensatory education program and those enrolled in a regular college program. The primary aim of the Thirteen-College Curriculum Program was to stimulate students coming from culturally deprived areas to pursue study at the higher education level by using innovative instructional techniques and materials. The study involved measures of career progress. An examination of 15 variables using chi-square and t-test statistics revealed the following: (1) experimental group students had a lower mean salary than control students; (2) the program students' grade point average decreased significantly the last 2 years of college as contrasted to an increase in averages of control students; (3) both groups, in significant numbers, chose a career in business; and (4) neither group chose teaching more frequently than other careers. The finding considered the most important difference noted in this study was that significantly larger numbers of the program participants (the experimental group) furthered their education by going to graduate school full-time than did the students in the control group. (Author/EB)

ED 096 108 SE 017 641

Griffiths, David H.

The study of the Cognitive Development of Science Students in Introductory Level Courses.

Pub Date 73

Note—125p.; Ed.D. Dissertation, Rutgers University, The State University of New Jersey

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-32,216, MF-$5.00, Xerography-$11.00)

Document Not Available from EDRS.

Descriptors—*Cognitive Development, *College Students, Doctoral Theses, Educational Research, *Learning Processes, Physics, Science Education, Science Instruction

Identifiers—Piaget (Jean), *Research Reports

Investigated was the assumption that college students are fully capable, by the time they enter college, of operating at the level of formal thought. The subjects selected for this study were students in chemistry and physics courses at a state university and an inner-city community college. Each student was tested with a Piegetian task to ascertain level of cognitive development. Sessions were recorded on tape for analysis. Randomly selected tapes were given to persons familiar with Piagetian scoring methods but not with the hypothesis of the study. Science faculty members scored them from the framework of the students' intuitive grasp of the science concepts involved. Results showed that the total sample failed to meet the Piagetian criterion that 75 percent should have scored at the stage III B. Only 39 percent scored at this level. A nonparametric analysis indicated no significant differences in the subjects' performances. No significant differences were found in the performances of distinctly different racial subsamples. Subjects possessing a technical vocabulary, but not the formal stage of operations, were severely limited in their performance with the experimental equipment. (Author/EB)

ED 096 109 SE 017 650

Levine, Martin Paul

A Comparative Study of the Achievement and Attitudes of Non-Science Oriented Community College Students Instructed by Closed-Circuit Television and Lecture Recitation.

Pub Date 73

Note—172p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-30,090, MF-$5.00, Xerography-$11.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Chemistry, *Closed Circuit Television, *College Science, College Students, Doctoral Theses, Educational Research, Science Courses, Science Education, *Student Attitudes, Student Characteristics, *Televised Instruction

Identifiers—*Research Reports

Compared were attitudinal characteristics and achievement in a college chemistry course offered by two different instructional methods. The experimental group received closed-circuit television instruction, and the control group was instructed by lecture and recitation. All students were pretested with the American Chemical Society-National Science Teachers Association (ACS-NSTA) Cooperative High School Chemistry Examination, Form 1971, and classified into ability levels. An analysis of covariance was used to analyze the achievement data. Higher level students excelled, regardless of treatment. No significant differences were found in achievement with either instructional method, nor was there a significant interaction between ability level and method of instruction. Using a Likert type attitude questionnaire, with the use of a t-test for analysis, no significant differences in attitude between the groups were identified. Instruction in general chemistry by closed-circuit television appeared to be as effective as lecture-recitation for students of both higher and lower ability. (Author/EB)

ED 096 110 SE 017 651

Longmire, Marshall Lee

Performance of Students in General College Chemistry as Related to Secondary School Preparation in Chemistry and Other Selected Variables: A Predictive Study.

Pub Date 73

Note—98p.; Ed.D. Dissertation, Rutgers University, The State University of New Jersey

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-32,226, MF-$5.00, Xerography-$11.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Chemistry, *College Science, *College Students, Doctoral Theses, Educational Research, Performance, *Performance Factors, Science Education

Identifiers—*Research Reports

Investigated were possible relationships between performance in general college chemistry and secondary school preparation in chemistry. The researcher examined achievement in general college chemistry as a possible function of the student's high school science courses, mathematics courses, socioeconomic status, and scores on the ACT tests. Data were collected for 120 students. Eighty-eight of the students had had secondary school chemistry. Data were submitted to a computer for stepwise multiple regression analyses with the grade point average in college chemistry as the criterion variable. Findings and conclusions stated were: (1) there was no statistically significant influence on the criterion variable and (a) completion of high school chemistry, (b) secondary preparation in other sciences, (c) student's socioeconomic status, or (d) ACT scores; and (2) there was a significant relationship between preparation in secondary school mathematics and the criterion variable. The best single indicator of performance in general college chemistry appeared to be preparation in high school mathematics. (Author/EB)

ED 096 111 SE 017 652

Markman, Susan Marilyn

The Teaching of Junior High School General Science by Means of an Historical Approach to Selected Seventh Grade Students in the New York City School System.

Pub Date 73

Note—223p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-30,093, MF-$5.00, Xerography-$11.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Doctoral Theses, Educational Research, *General Science, *Instruction, *Junior High School Students, Science Education, *Science History, *Secondary School Science

Identifiers—*Research Reports

An instructional method used to bring about significant growth in the understanding of the na-

ture of science and scientists was investigated. A concurrent purpose was related to ability level of students and, also, to achievement in chemistry and biology. The sample of 216 seventh-grade students was grouped into four "average" ability groups and four "below average" ability groups, based on reading scores. Two teachers were involved, each teaching both types of groups and using the historical approach and traditional approach respectively. Instruments used were the Test on Understanding Science, Form Jx (TOUS), and an author-constructed subject matter achievement test. A 2 x 2 analysis of covariance of the TOUS difference scores revealed that the teaching approach effect was a significant source of variation in favor of those students who studied under the historical approach instruction method. Differences between groups in subject matter achievement were not statistically significant. (Author/EB)

ED 096 112 SE 018 005

Capital Middle Schools Science Department, Preliminary List of Behavioral/Performance Objectives.

Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—NSF-GW-6703

Pub Date 30 Jun 73

Note—60p.; Marginal legibility on entire document

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Behavioral Objectives, Biology, *Curriculum Guides, Earth Science, Environmental Education, Instruction, *Instructional Materials, *Middle Schools, Science Education, *Secondary School Science, Teaching Guides

Identifiers—*Del Mod System

This monograph provides basic behavioral objectives designed for a middle school science curriculum. Emphasis is placed on the study of the living environment for students in grade five. This includes the study of plants, animals, the human body, and the use of the microscope, classification and the scientific method. Objectives for grade six are based on an introduction to the physical sciences. Such concepts or topics as simple machines, astronomy, light, magnetism, energy and rocks and minerals are presented. Grade seven students are given an opportunity to accomplish both behavioral and performance objectives in the field of life science. Emphasis is placed on principles of biology, continuation of life and primitive life. The curriculum includes the study of animals and plants, human biology and marine biology. Earth and space science are studied in grade eight. Objectives centered on astronomy, meteorology, geology and oceanography are emphasized here. The use of measurements, topographic maps, ideas of conservation and principles of chemistry are included. Included in all objectives are prerequisite objectives from elementary grades. In some instances, activities and assessments accompany specific objectives. (EB)

ED 096 113 SE 018 007

Banks, Dennis E. And Others

Indian River School District Science Curriculum Guidelines.

Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—NSF-GW-6703

Pub Date 30 Jun 73

Note—33p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Biology, Chemistry, *Curriculum Guides, Earth Science, Grade 7, Grade 8, Grade 9, Instruction, *Instructional Materials, *Junior High School Students, Physical Sciences, Physics, Science Education, *Secondary School Science, Teaching Guides

Identifiers—*Del Mod System

This monograph includes guidelines for science courses in grades seven, eight, and nine, and for biology, chemistry and physics. Seventh grade Environmental Life Science is lab-oriented and based on a variety of student experiences. Course objectives are presented as well as the course outline. A multitext approach, with a suggested textbook list, is organized on reading ability level. The Earth Science Course, grade eight, focuses the attention of the student on the physical world in which he lives. Instructional materials suggested include films, filmstrips, and reference books and publications. The ninth grade curriculum exposes students to many physical science areas as well as a basic background for physics and chemistry students. A Materials List suggests texts and experiments that could be incorporated into the program. The major objectives of Biology I, the course content and supplementary materials are built around the BSCS green and yellow versions, an ecological approach. Supplementary materials include lab exercises, field exercises and films. Included in the chemistry curriculum are plans for an academic chemistry section and a terminal science section. Cotton and Lynch's "CHEMISTRY: An Investigative Approach" is used for academic students and Metcalfe, Williams, and Castka's MODERN CHEMISTRY, for the non-academic course. The textbook "Modern Physics" by Del, Metcalfe and Williams is used in the physics course. (EB)

ED 096 114 SE 018 009

Bonney, Catherine

Index of A/T's in Science.

Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—NSF-GW-6703

Pub Date 30 Jun 73

Note—15p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Audiovisual Instruction, *Curriculum Guides, Indexes (Locaters), Instruction, *Instructional Materials, Instructional Media, *Middle Schools, Science Education, *Secondary School Science, Teaching Guides

Identifiers—*Del Mod System

This monograph presents an annotated index of auto-tutorial materials in science education available to middle and secondary schools in the Newark School District. Materials relevant to the study of the biological sciences enable the students to become more familiar with Biology Statistics, Cytology, Marine Field Trips, Use of Microscopes, Genetics, Ecology, Human Reproduction, Health and Drugs. Of interest to both mathematics and science students, exercises are suggested relating to understanding and use of the metric system. Minicourses, slides, films and student activities related to principles of physics and chemistry are included in this booklet. (EB)

ED 096 115 SE 018 011

Wheeler, Elaine

St. Marks High School General Biology Course.

Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—NSF-GW-6703

Pub Date [73]

Note—91p.

EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE

Descriptors—*Biology, Curriculum Guides, Instruction, *Instructional Materials, Learning Disabilities, Science Education, *Secondary School Science, *Slow Learners, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—*Del Mod System

This unit of instruction consists of a general biology course for secondary school students with learning disabilities or who are reluctant learners. All units include the objectives, list of new words and a list and type of activities to achieve the objectives. Student participation is emphasized. The students choose the type and sequence of the exercises to be done. Better readers help poorer ones. Students determine the number of activities they complete in each unit. The materials to be used and the source from which they can be obtained are presented. The evaluation process is outlined and a progress record form included. Each learning activity includes an introduction, presenting the concept to be learned, the purpose, the necessary materials and procedure, as well as a student report sheet. Extra credit activities and optional learning experiences are provided. (EB)

ED 096 116 SE 018 016

Johnstone, W. T., Jr.

Introduction to the B & L Academic 255 Zoom Microscope.

Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—NSF-GW-6703

Pub Date 30 Jun 73

Note—12p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Autoinstructional Programs, *Biology, Instruction, *Instructional Materials, *Microscopes, Science Education, *Secondary School Science, Teacher Developed Materials, Units of Study (Subject Fields)

Identifiers—*Del Mod System

This monograph presents an auto-tutorial unit that deals with the basic techniques involved in the use of the microscope. It can be used with high, medium or low level achieving students. No prerequisites are indicated. The Behavioral Objectives listed are aimed toward the students' recognition of the major components of the scope and the students' ability to focus the scope at any magnification within the capabilities of the microscope. Equipment and materials included in the packet are: (1) Student Script, (2) Student Guide, (3) Vocabulary List, and (4) Evaluation Form. Materials which must be made available to the student include (1) a glass slide with a printed letter taped to it and (2) a Bausch and Lomb Academic 255 Zoom Microscope. Time suggested to complete the lesson is 15 minutes. (EB)

ED 096 117 SE 018 017

Henderson, Paula

pH [Measure of Acidity].

Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—NSF-GW-6703

Pub Date 30 Jun 73

Note—12p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Autoinstructional Programs, *Biology, Instruction, *Instructional Materials, Science Education, *Secondary School Science, Teacher Developed Materials, Units of Study (Subject Fields)

Identifiers—*Del Mod System

This autoinstructional program deals with the study of the pH of given substances by using litmus and hydrion papers. It is a learning activity directed toward low achievers involved in the study of biology at the secondary school level. The time suggested for the unit is 25-30 minutes (plus additional time for further pH testing). The equipment needed is itemized. With the student script there is included a pH worksheet that can be used for recording the observations made and answering suggested questions relevant to observations made. (EB)

ED 096 118 SE 018 018

Sokol, William

Seeking a Regularity.

Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—NSF-GW-6703

Pub Date 30 Jun 73

Note—8p.; Related documents are SE 018 020 and 023

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Autoinstructional Programs, Behavioral Objectives, *Chemistry, Instruction, *Instructional Materials, Science Education, *Secondary School Science, Teacher Developed Materials, Units of Study (Subject Fields)

Identifiers—*Del Mod System

This autoinstructional unit deals with the phenomena of regularity in chemical behavior. The prerequisites suggested are two other autoinstructional lessons (Experiments 1 and 2) identified in the Del Mod System as SE 018 020 and SE 018 023. The equipment needed is listed and 45 minutes is the suggested time allotment.

The Student Guide includes the Objective which indicates that, given a set of data, the student should be able to state a regularity involving the data. Experiment 3, Behavior of Solids on Warming, is the learning experience presented in this packet. An introduction, the procedure to be followed and questions for discussion are presented. (EB)

ED 096 119 SE 018 019
Brubaker, R. C.
Calibrating a Thermometer.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date 30 Jun 73
Note—7p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Autoinstructional Programs, Instruction, *Instructional Materials, *Physical Sciences, Science Education, *Secondary School Science, Teacher Developed Materials, Units of Study (Subject Fields)
Identifiers—*Del Mod System, Thermometers
This autoinstructional program deals with the use of thermometers as related to the physical sciences. It is suggested for use in Middle School science programs. A student is required to have a knowledge of the metric system and be familiar with Fahrenheit, Celsius and Kelvin scales. Behavioral objectives are included as well as equipment needed, time allotment (50 minutes), and reference to "Interaction of Matter and Energy," Rand McNally - 1968 as cited bibliographical data. Instructions are presented with a question sheet to be completed by the student. (EB)

ED 096 120 SE 018 020
Sokol, William
Observation Chemistry.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date 30 Jun 73
Note—8p.; For a related document, see SE 018 023
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Autoinstructional Programs, *Chemistry, Instruction, *Instructional Materials, Science Education, *Secondary School Science, Teacher Developed Materials, Units of Study (Subject Fields)
Identifiers—*Del Mod System
This packet an autoinstructional program for secondary school chemistry students is presented. No prerequisites are suggested. It can be used with high, medium or low level achievers. The behavioral objective is presented directed towards the students' achievement in listing observations made. Equipment and materials needed are listed. A bibliography, instructions, the suggested experiment and a corresponding optional experiment are included in the lesson. (EB)

ED 096 121 SE 018 021
Stettler, Donald
Introduction to Classification of Living Things.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date [73]
Note—14p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Autoinstructional Programs, *Biology, *Classification, Instruction, *Instructional Materials, Science Education, Secondary School Science, Teacher Developed Materials, Units of Study (Subject Fields)
Identifiers—*Del Mod System
This monograph contains an autoinstructional packet developed for secondary school biology students. The instructions present a lesson on classification using slides and packets of pictures as the media for displaying the animals and plants to be classified. A brief historical account leads into the study of the modern classification system. No prerequisites are indicated nor are there any suggestions regarding time allotment, equipment or materials, or bibliographical information. (EB)

ED 096 122 SE 018 022
Reister, W. A.
Characteristics of Transverse and Longitudinal Waves.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date [73]
Note—19p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Autoinstructional Programs, Instruction, *Instructional Materials, *Physics, Science Education, *Secondary School Science, Teacher Developed Materials, Units of Study (Subject Fields)
Identifiers—*Del Mod System
This monograph presents an autoinstructional program in the physical sciences. It is considered useful at the higher, middle and lower high school levels. Three behavioral objectives are listed and a time allotment of 35-40 minutes is suggested. A bibliography is included. A script, incorporating the use of a cassette player and slides, is used by the student when attempting the six experiments in the packet. Student objectives, a set of review questions and a vocabulary sheet are part of the instructional packet. (EB)

ED 096 123 SE 018 023
Sokol, William
Introduction to Graphing.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date 30 Jun 73
Note—19p.; For a related document, see SE 018 020
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Autoinstructional Programs, *Chemistry, *Graphs, Instruction, *Instructional Materials, Science Education, *Secondary School Science, Teacher Developed Materials, Units of Study (Subject Fields)
Identifiers—*Del Mod System
In this autoinstructional packet, the student is given an experimental situation which introduces him to the process of graphing. The lesson is presented for secondary school students in chemistry. Algebra I and a Del Mod System program (indicated as SE 018 020) are suggested prerequisites for the use of this program. Behavioral objectives are listed. A three hour time allotment is suggested. The equipment and materials needed are itemized. The experiment to be performed consists of two parts; Part I involves determining how to get the best out of a bunsen burner and Part II, determining the optimum distance separating flame and object heated. Data are collected for six trial runs and graphed accordingly. (EB)

ED 096 124 SE 018 025
Reeder, R. P.
Sky Study.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date 30 Jun 73
Note—32p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Autoinstructional Programs, Behavioral Objectives, *Earth Science, *General Science, *Middle Schools, Science Education, *Secondary School Science, Teacher Developed Materials, Units of Study (Subject Fields)
Identifiers—*Del Mod System
This autoinstructional unit deals with the study of stars, constellations, and planets as part of a General Science and/or Earth Science program for students in high or middle school. Twelve behavioral objectives are identified. The equipment needed, the time suggested as adequate, and a sample of a final test that can be administered are included in the monograph. The script uses slides and an accompanying worksheet to facilitate the learning experience. A bibliography of four references is given. (EB)

ED 096 125 SE 018 026
Sokol, William
The Direct Relationship.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date 30 Jun 73
Note—8p.; Related documents are SE 018 018, 020, and 023
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Autoinstructional Aids, *Chemistry, *Graphs, Instruction, *Instructional Materials, Science Education, *Secondary School Science, Teacher Developed Materials, Units of Study (Subject Fields)
Identifiers—*Del Mod System
This autoinstructional program deals with experiences that will aid chemistry students at the secondary school level to determine the slope of the straight line graph relating the variables in a given set of data involving a direct relationship. Prerequisites set for this activity include three Del Mod System packets (SE 018 018, SE 018 020, and SE 018 023). Two behavioral objectives are presented. No equipment is necessary. A time allotment of 35 minutes is needed. (EB)

ED 096 126 SE 018 027
Metric System.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date 30 Jun 73
Note—8p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Autoinstructional Programs, *General Science, *Measurement, Metric System, *Middle Schools, Science Education, *Secondary School Science, Teacher Developed Materials, Units of Study (Subject Fields)
Identifiers—*Del Mod System
This autoinstructional unit deals with the identification of units of measure in the metric system and the construction of relevant conversion tables. Students in middle school or in grade ten, taking a General Science course, can handle this learning activity. It is recommended that high, middle or low level achievers can use the program. Eighteen minutes is the suggested time needed. Three behavioral objectives are given and the equipment and materials needed to help the students achieve the objectives are listed. A student guide and a vocabulary list are also included in the packet. (EB)

ED 096 127 SE 018 028
Henderson, Paula
Mitosis.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date 30 Jun 73
Note—7p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Biology, Instruction, *Instructional Materials, Science Education, *Secondary School Science, Teacher Developed Materials, Units of Study (Subject Fields)
Identifiers—*Del Mod System
Cytology is the subject that is dealt with in this autoinstructional program. The process to be understood by secondary school students who are taking biology is mitosis. The material is presented to be adequate for achievers at the middle level. Knowledge of the structure of the DNA molecule and of the parts of the cell are considered as prerequisites for this lesson. Three behavioral objectives are suggested. Equipment and materials needed are itemized. Approximately 15 minutes is needed. A vocabulary sheet, a student script and a suggested method of evaluation are included in this packet. (EB)

ED 096 128 SE 018 029
Sisk, Diane
Mass - Metric Weight.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date 30 Jun 73
Note—15p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Autoinstructional Programs, Behavioral Objectives, *General Science, Instruction, *Instructional Materials, *Measurement, Metric System, *Middle Schools, Science Education, Secondary School Science, Teacher Developed Materials, Units of Study (Subject Fields)
Identifiers—*Del Mod System
This autoinstructional program, developed for high, medium and low level achievers, is directed toward a course in general science in middle schools. Mathematics of fractions and decimals is described as a prerequisite to the use of the packet. Two behavioral objectives are listed. Both involve the students' determining mass, first to the nearest tenth of a gram and a second, to the nearest one-tenth of a gram, using liquids and gases. The equipment needed is listed. A student guide, a vocabulary list and a copy of an evaluation exercise, with instructions and answers, are prepared for the teacher. (EB)

ED 096 129 SE 018 030
Sisk, Diane
Liter - Metric Volume.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date 30 Jun 73
Note—8p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Autoinstructional Programs, Behavioral Objectives, *General Science, Instruction, *Instructional Materials, *Measurement, Metric System, *Middle Schools, Science Education, Secondary School Science, Teacher Developed Materials, Units O F Study (Subject Fields)
Identifiers—*Del Mod System
This autoinstructional program, developed as part of a general science course, is offered for students in the middle schools. Mathematics of fractions and decimals is considered to be prerequisite knowledge. The behavioral objectives are directed toward mastery of determining volumes of solid objects using the water displacement method as well as by using measurements made with a metric ruler. The equipment needed is listed. Time allotment is 12 minutes. A bibliography is included with the student script. (EB)

ED 096 130 SE 018 032
Henderson, Paula
Energy Relationships.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date 30 Jun 73
Note—6p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Autoinstructional Programs, *Ecology, Energy, Instruction, *Instructional Materials, Science Education, *Secondary School Science, Teacher Developed Materials, Units of Study (Subject Fields)
Identifiers—*Del Mod System
This autoinstructional program deals with the study of energy relationships as they occur in the subject Ecology. It is recommended for study in grade 10 for middle level achievers. No prerequisites are listed. Behavioral objectives are suggested. The equipment needed to be used with the student script supplied is listed. Ten minutes is given as the suggested time needed. (EB)

ED 096 131 SE 018 033
Dillner, Harry
Parasites, Competition, and Predators.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date 30 Jun 73
Note—8p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Autoinstructional Programs, *Biology, Environmental Education, Grade 10, Instruction, *Instructional Materials, Science Education, Secondary School Science, Teacher Developed Materials, Units of Study (Subject Fields), Zoology
Identifiers—*Del Mod System
This autoinstructional unit is used in conjunction with a biology course with emphasis on Man and Environment. No grade level is suggested nor are any prerequisites listed. One behavioral objective is given. Equipment necessary for the unit is listed. A student study guide, a teacher's guide, and a script are included in the packet. A 30-minute time slot is suggested. (EB)

ED 096 132 SE 018 034
Derickson, Beatrice T.
The Beech Tree.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date [73]
Note—12p.; Marginal legibility on entire document
Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)
Document Not Available from EDRS.
Descriptors—*Autoinstructional Programs, Botany, *Elementary School Science, Instruction, *Instructional Materials, Junior High School Students, Science Education, Teacher Developed Materials, Trees, Units of Study (Subject Fields)
Identifiers—*Del Mod System
This autoinstructional unit deals with the study of botany with emphasis on a specific tree. It is suggested for use with lower-middle level achievers in the intermediate grades. No prerequisites are listed. The behavioral objectives are given. The script presented is accompanied by an objective sheet, a test, test answers and a vocabulary sheet. (EB)

ED 096 133 SE 018 035
Darlington, Kent H.
What Are the Effects of Ecology?
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date 30 Jun 73
Note—9p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Autoinstructional Programs, Biology, *Ecology, Instruction, *Instructional Materials, *Middle Schools, Science Education, Teacher Developed Materials, Units of Study (Subject Fields)
Identifiers—*Del Mod System
This autoinstructional packet deals with first-hand experiences in exploring wooded areas and some of the ecological problems that might occur therein. It is a learning experience directed toward middle school age students and no previous experience in this field of study is required. The behavioral objectives are listed along with a vocabulary list, a suggestion for an evaluation technique that could be used. Some extra student activities are included and a short bibliography is given. (EB)

ED 096 134 SE 018 036
Dillner, Harry
Succession - Change in Communities.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date 30 Jun 73
Note—11p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Autoinstructional Programs, *Community Change, *Ecology, *Environmental Education, Instruction, *Instructional Materials, Science Education, Secondary School Science, Teacher Developed Materials, Units of Study (Subject Fields)
Identifiers—*Del Mod System
This autoinstructional program deals with the study of man and his environment. No prerequisite knowledge or experience is suggested. Behavioral objectives are suggested. Equipment needed is itemized and a 30-minute period of time is suggested. The script for the student includes a study guide sheet consisting of several questions to be answered relevant to the behavioral objectives. A short bibliography is included. (EB)

ED 096 135 SE 018 037
Sullivan, N. A.
An Imaginary Trip Through the Marsh.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date 30 Jun 73
Note—8p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Autoinstructional Programs, Biology, *Ecology, Instruction, *Instructional Materials, *Science Education, Secondary School Science, Teacher Developed Materials, Units of Study (Subject Fields)
Identifiers—*Del Mod System
This autoinstructional lesson deals with lessons in marine biology. A student will have experiences with both animal and plant life living in a salt water marsh environment. The student guide states the objectives to be attained and general directions for using the equipment and materials as well as a script. Approximately 30 minutes, including viewing time of the slides, is required. A list of vocabulary terms and a short bibliography are included on the teacher's guide. A student vocabulary sheet is presented. (EB)

ED 096 136 SE 018 038
Henderson, Paula
Photosynthesis Part I.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date 30 Jun 73
Note—9p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Autoinstructional Programs, *Biology, Instruction, *Instructional Materials, *Science Education, Secondary School Science, Teacher Developed Materials, Units of Study (Subject Fields)
Identifiers—*Del Mod System
This autoinstructional program deals with the biological concept of the food making process in plants. No information is listed suggesting previous courses in science or level of achievement required. Behavioral objectives are listed. The script and an accompanying student quiz sheet, as well as a list of materials and equipment needed, are presented. Approximately 15 minutes is required for this lesson. (EB)

ED 096 137 SE 018 039
Henderson, Paula
Water Pollution.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date 30 Jun 73
Note—11p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Autoinstructional Programs, Biology, Instruction, *Instructional Materials, Low Ability Students, Pollution, Science Education, *Secondary School Science, Teacher Developed Materials, Units of Study (Subject Fields), *Water Pollution Control
Identifiers—*Del Mod System
This autoinstructional program deals with the ecology of a stream. It is suggested as a learning

experience for low achievers in a high school biology program. Two behavioral objectives are suggested and the equipment needed is listed. The script has an accompanying worksheet for the student and a set of related questions to be answered. (EB)

ED 096 138 SE 018 040
Henderson, Paula Dillner, Harry
Man and His Environment (Environmental Workshop).
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date 30 Jun 73
Note—17p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Curriculum Guides, *Ecology, Environmental Education, Instruction, *Instructional Materials, Science Education, Secondary School Science, Teacher Developed Materials, Units of Study (Subject Fields)
Identifiers—*Del Mod System
This monograph presents what was originally designed as a nine-week course in population ecology. The course guide is intended to provide the teacher and student with a basic framework for an environmental workshop. Learning objectives are not listed, based on the intent that they be developed as teachers and students interact during the workshop. The curriculum guide does include: (1) a philosophy, (2) goals, (3) educational and instructional objectives, (4) instructional activities, (5) learning resources, (6) reading lists, (7) guide for field studies, and (8) a course evaluation form. Emphasis is directed toward population ecology, organization and dynamics of communities, energy flow and pollution problems. (EB)

ED 096 139 SE 018 041
Henderson, Paula
Trash.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date 30 Jun 73
Note—10p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Autoinstructional Programs, Biology, Environmental Education, *Environmental Influences, Instruction, *Instructional Materials, Low Ability Students, *Pollution, Science Education, *Secondary School Science, Teacher Developed Materials
Identifiers—*Del Mod System
This autoinstructional program deals with the study of a common environmental factor-disposition of useless materials. It is a learning activity for low achievers in high school biology classes, requiring only 15 minutes of study time. Three behavioral objectives are listed, and seven references are cited in the bibliography. The student script includes a worksheet that can be completed during or following the use of the script. (EB)

ED 096 140 SE 018 042
Dillner, Harry
Testing Water for Bacterial Pollution.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date 30 Jun 73
Note—13p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Autoinstructional Programs, Biology, *Ecology, Instruction, Instructional Materials, *Microbiology, Science Education, *Secondary School Science, Teacher Developed Materials, Units of Study (Subject Fields), *Water Pollution Control
Identifiers—*Del Mod System
This autoinstructional lesson deals with the study of water pollution control. It is a learning activity directed toward high school students of biology and/or ecology. A general knowledge of microbiology techniques is regarded as a prerequisite for the lesson. Behavioral objectives are given. Emphasis is placed on use of techniques and materials to test for and identify specific bacteria. One hour is considered as the minimum time needed for the activity. The instructional packet includes a list of equipment needed, the type of space required, and a bibliography. A calculation chart, a cleanup procedure sheet, and a student evaluation form are included with the student script. (EB)

ED 096 141 SE 018 043
Johnstone, W. T., Jr.
Cycles.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date 30 Jun 73
Note—9p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Autoinstructional Programs, *Biology, Grade 10, Instruction, *Instructional Materials, Physical Sciences, Science Education, Secondary School Science, Teacher Developed Materials, Units of Study (Subject Fields)
Identifiers—*Del Mod System
This autoinstructional unit deals with both biological and physical science phenomena. It is directed toward students in biology classes at grade 10 level. No prerequisites are suggested. The behavioral objectives are cited. Equipment and materials needed are listed. The student guide includes the objectives and activities to be accomplished. A bibliography of two references is presented. (EB)

ED 096 142 SE 018 044
Dillner, Harry
U.S. Population Growth.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date 30 Jun 73
Note—8p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Autoinstructional Programs, *Environmental Education, Instruction, *Instructional Materials, *Middle Schools, *Population Growth, Science Education, Teacher Developed Materials, Units of Study (Subject Fields)
Identifiers—*Del Mod System
This autoinstructional lesson deals with the study of man and his environment. No previous experience or learning in this field is required. Emphasis is placed on analysis of population growth and the impact population growth and trends have on natural resource depletion. The behavioral objectives (five) are listed. The study guide for the student, which requires about 30 minutes of time, includes both script and worksheet. A bibliography of three references is given. (EB)

ED 096 143 SE 018 045
Dillner, Harry
Measuring Populations, Part 1.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date 30 Jun 73
Note—9p.; For Part 2, see SE 018 046
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Autoinstructional Programs, *Environmental Education, Instruction, *Instructional Materials, *Population Growth, Population Trends, Science Education, *Secondary School Science, Teacher Developed Materials, Units of Study (Subject Fields)
Identifiers—*Del Mod System
This autoinstructional packet, Part 1 of a two-part sequence, contains activities related to environmental education. Emphasis is placed on techniques used to obtain data on population growth and trends. It is suggested that it be used with high school students who have had a general introduction to the study of populations and can define same. The behavioral objectives are listed, divided into general objectives (3) and specific (2). A worksheet for answers and mathematical computations is included with the script. A bibliography is also included in the packet. (EB)

ED 096 144 SE 018 046
Dillner, Harry
Measuring Populations, Part 2.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date [73]
Note—9p.; For Part 1, see SE 018 045
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Autoinstructional Programs, *Environmental Education, Instruction, *Instructional Materials, *Population Growth, Population Trends, Science Education, *Secondary School Science, Teacher Developed Materials, Units of Study (Subject Fields)
Identifiers—*Del Mod System
This autoinstructional lesson dealing with the study of population growth is the second part of a two-part sequence. This is a learning activity for high school students who have completed Part 1 of "Measuring Populations" and are capable of using a microscope and of preparing slides to be observed. The behavioral objectives, both general and specific, are listed in the teacher's guide. The necessary equipment and materials are listed. A script, a sample evaluation sheet, and a bibliography are part of the instructional packet. (EB)

ED 096 145 SE 018 047
Henderson, Paula
Meiosis.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date 30 Jun 73
Note—10p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Autoinstructional Programs, Biology, *Cytology, Instruction, *Instructional Materials, *Middle Schools, Science Education, Teacher Developed Materials, Units of Study (Subject Fields)
Identifiers—*Del Mod System
This autoinstructional lesson deals with the study of cytology (or cells) with emphasis placed on cell reproduction. Knowledge of the structure of the DNA molecule and of the stages of mitotic cell division are considered prerequisites for this lesson. Approximately 15 minutes is the established time set for the activity. The behavioral objectives are listed and the equipment and materials required are itemized. A vocabulary guide and a self-quiz exercise are included with the student script. (EB)

ED 096 146 SE 018 048
Henderson, Paula
Monohybrid Cross.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date 30 Jun 73
Note—7p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Autoinstructional Programs, Biology, *Genetics, Heredity, Instruction, *Instructional Materials, Science Education, *Secondary School Science, Teacher Developed Materials, Units of Study (Subject Fields)
Identifiers—*Del Mod System
This autoinstructional lesson deals with the study of genetics. It is a learning activity for so-called middle achievers in grade 10 biology classes. Previous knowledge of the process of mitosis and meiosis are important requirements. Behavioral objectives are suggested. Approximately 20 minutes are needed to complete the instructional unit. The equipment and materials necessary with the script are itemized in the packet. (EB)

ED 096 147 SE 018 049
Johnstone, W. T., Jr.
Blood Typing--Technique.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date 30 Jun 73
Note—9p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Autoinstructional Programs, *Biology, *Genetics, Instruction, *Instructional Materials, Science Education, *Secondary School Science, Teacher Developed Materials, Units of Study (Subject Fields)
Identifiers—*Del Mod System
This instructional packet deals with the study of hematology. It is recommended for all high school students of biology. A general understanding of antigen-antibody reactions is necessary before attempting this learning activity. Behavioral objectives place emphasis on the techniques of and understanding of blood typing. The equipment and materials needed are listed, most of which must be prepared in advance. The student script, student guide (work sheets), and a sample evaluation are all included in the packet. (EB)

ED 096 148 SE 018 050
Henderson, Paula
DNA Structure.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date 30 Jun 73
Note—9p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Autoinstructional Programs, Biology, Cytology, Instruction, *Instructional Materials, Science Education, *Secondary School Science, Teacher Developed Materials
Identifiers—*Del Mod System
This autoinstructional lesson deals with the study of molecular biology. It is suggested as relevant to high school biology courses. No prerequisites are suggested. Two behavioral objectives are given leading to the learning of nucleotide bases, their parts, and the ways they pair as they do. The time suggested for this learning activity is about 12 minutes. Equipment necessary is listed. A work sheet to facilitate student evaluation accompanies the script. (EB)

ED 096 149 SE 018 051
Turkington, B. A.
Male Reproductive System.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date 30 Jun 73
Note—14p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Autoinstructional Programs, *Health Education, *Human Body, Human Development, Instruction, *Instructional Materials, Science Education, *Secondary School Science, Teacher Developed Materials, Units of Study (Subject Fields)
Identifiers—*Del Mod System
This autoinstructional lesson deals with the study of the human body with emphasis on the life process of reproduction. It is a learning activity included in high school biology or health education classes. The behavioral objectives are listed and the equipment and materials needed to help the student gain these objectives are also included in the packet. It is suggested that 20 minutes will be needed to complete the lesson. A complete vocabulary sheet is presented with the student script. (EB)

ED 096 150 SE 018 052
Hodge, N. J.
Female Reproductive System.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date 30 Jun 73
Note—16p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Autoinstructional Programs, *Health Education, *Human Body, Human Development, Instruction, *Instructional Materials, Science Education, *Secondary School Science, Teacher Developed Materials, Units of Study (Subject Fields)
Identifiers—*Del Mod System
This autoinstructional lesson can be used with health education and/or biology classes in a high school curriculum. It deals with the study of human development with emphasis on the female reproductive organs and cycles. The behavioral objectives are given, and the materials and equipment needed to gain these objectives are itemized. Fifteen minutes of time is considered enough time to have the students complete the lesson. The script is included in the packet as well as a vocabulary sheet and a work sheet for the student. A bibliography is given. (EB)

ED 096 151 SE 018 053
Henderson, Paula
Menstruation.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date 30 Jun 73
Note—9p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Autoinstructional Programs, Health Education, Human Body, Human Development, Instruction, *Instructional Materials, Physiology, Science Education, *Secondary School Science, Teacher Developed Materials, Units of Study (Subject Fields)
Identifiers—*Del Mod System
This autoinstructional program deals with the study of human develpment with emphasis on the female reproductive system. It is considered as part of a secondary school human anatomy and physiology course. Students should have a previous knowledge of the parts of the female reproductive organs or system. Behavioral objectives are suggested. The teacher's guide, script, and assessment task (multiple choice quiz) are included in the packet. Approximately 12 minutes is suggested as adequate time for the lesson. (EB)

ED 096 152 SE 018 054
Stowell, E. D., Jr.
Introduction to Vectors, Part 1.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date 30 Jun 73
Note—17p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Autoinstructional Programs, *General Science, Measurement, *Middle Schools, *Physics, Science Education, *Secondary School Science, Teacher Developed Materials, Units of Study (Subject Fields)
Identifiers—*Del Mod System, Vectors
This instructional lesson deals with the subject of magnitude and directional quantities. It is studied in physics and general science classes in middle or high schools. A previous knowledge of geometry is required for the students who would be using this learning activity. Beharvioral objectives are suggested. Thirty minutes is considered adequate for the exercise. The script, work sheet, and a list of the necessary equipment are included in the instructional packet. (EB)

ED 096 153 SE 018 055
Sardana, Raj K.
Drug Education.
Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-GW-6703
Pub Date 30 Jun 73
Note—15p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Autoinstructional Programs, Drug Addiction, *Drug Education, *Health Education, Instruction, *Instructional Materials, *Middle Schools, Science Education, Teacher Developed Materials, Units of Study (Subject Fields)
Identifiers—*Del Mod System
This autoinstructional lesson deals with the study of such drugs as marijuana and LSD, with emphasis on drug abuse. It is suggested that it can be used in science classes at the middle level of school. No prerequisites are suggested. The teacher's guide lists the behavioral objectives, the equipment needed to complete the experience and suggests approximately 26 minutes for its completion. The script suggests various questions for discussion to facilitate the students' mastery of this learning task. (EB)

ED 096 154 SE 018 073
Holmes, Jay, Ed.
Energy, Environment, Productivity. Proceedings of the First Symposium on RANN: Research Applied to National Needs, November 1973.
National Science Foundation, Washington, D.C. RANN Program.
Pub Date May 74
Note—253p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 3800-00177, $3.40)
EDRS Price MF-$0.75 HC-$12.60 PLUS POSTAGE
Descriptors—*Economics, *Energy, *Environment, Program Descriptions, Public Policy, *Scientific Research
This volume records the presentations made at the Symposium on Research Applied to National Needs. The three major problem areas of energy, the environment, and productivity serve as a focus for the papers. The 14 papers in the first section deal with energy programs; energy under the ocean; energy conversion and transmission systems; and geothermal, wind, and solar energy. The second section includes 10 papers covering threats to man and his environment, environmental programs and projects, disaster mitigation (earthquake engineering and fire research), mercury pollution, weather modification, and resourse management. The third section contains three policy addresses which discuss national research, energy policy, and environmental policy. Twelve papers in section 4 are concerned with productivity in the public and private sectors; the final section consists of one paper on research utilization. (DT)

ED 096 155 95 SE 018 102
Seymour, Lowell A. And Others
Inquiry Role Approach. Field Test Report (1972-73).
Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 1 Aug 73
Contract—NE-C-00-3-0068
Note—129p.
EDRS Price MF-$0.75 HC-$6.60 PLUS POSTAGE
Descriptors—Biology, *Curriculum Research, Educational Research, *Inquiry Training, Instruction, Science Education, Science Programs
Identifiers—Inquiry Role Approach, IRA, McREL, Mid Continent Regional Educational Laboratory, Research Reports
Three domains of problems are the subject of this report: problems related to the nature of the Inquiry Role Approach (IRA) project implementation in field test classrooms, problems related to student performance associated with different kinds of extent of project implementation, and problems related to project student performance within the project and as different from comparison groups of nonproject students. Data were gathered by instruments sampling student perception of the existence of certain classroom practices, activity log forms, and monitoring on-site McRel staff. Data on project student performance were gathered by pre-, interim, and posttesting and activity feedback from teachers. Domains measured were: (1) cognitive inquiry process skill, (2) attitude, (3) social skill and small group inquiry activity, and (4) subject matter comprehension. IRA project students showed significant growth in all domains. Comparison nonproject students decreased over a year's time in measured cognitive inquiry skill and attitude while gaining slightly over IRA students in subject matter comprehension. (EB)

ED 096 156 95 SE 018 196
Rocchio, Richard Lee, Eve
Planning for Environmental Education: The Nation's Experience 1970-73.
Center for Research and Education, Denver, Colo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Dec 73
Note—258p.
EDRS Price MF-$0.75 HC-$12.60 PLUS POSTAGE
Descriptors—*Curriculum Design, Curriculum Development, Curriculum Guides, *Environmental Education, Planning, *Program Design, *Program Development, Program Evaluation, State Surveys, *Statewide Planning
This document addresses itself to designing and conducting the various aspects of planning a comprehensive environmental education program. The intent is to provide a methodology to be used as a guide for those responsible for developing statewide environmental education programs. Among the various components are background information on the growth of the concept of environmental education, previous planning efforts, controversial issues regarding environmental education planning, an illustrative model of the planning process which includes assessment considerations and techniques for determining goals and objectives of both the planning process and the resulting program, strategies for successful planning and/or implementation, suggestions for developing a system of evaluation, and a summary statement of the new directions of various environmental programs. The appendixes provide specific examples of information guidelines for state plan proposals, names and addresses for state planning contacts, and a variety of references thought to be useful to a potential planner. (MLB)

ED 096 157 SE 018 198
Roth, Robert E. And Others
Environmental Education: A Bibliography of Abstracts From RESEARCH IN EDUCATION [RIE], 1966 to 1972.
Pub Date 73
Note—250p.
Available from—Education Associates, Inc., P.O. Box 441, Worthington, Ohio 43085 ($15.00)
Document Not Available from EDRS.
Descriptors—*Abstracts, *Bibliographies, *Environmental Education, *Indexes (Locaters), Information Dissemination, *Information Retrieval
Identifiers—*ERIC SMEAC
This publication contains abstracts and indexes to selected documents announced in Research in Education from 1966 to 1972. Documents indexed include instructional materials, research reports, teaching guides, and other items. The compilation is designed to serve as an effective tool to assist teachers, researchers, curriculum developers, librarians, administrators, concerned citizens, and others concerned with environmental education. The first section of the document contains abstract entries; in the remaining sections the abstracts are indexed by subject, identifier, author, and institutional author. Supplements and accumulative indexes will be issued each year. (Author/JD)

ED 096 158 SE 018 261
Alfke, Dorothy And Others
Science for the Seventies. ITV Handbook for Teachers.
Pennsylvania State Univ., University Park. Coll. of Education.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg.
Pub Date 73
Note—94p.
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—Behavioral Objectives, *Educational Television, *Elementary School Science, *Instructional Materials, *Instructional Television, Science Education, Teaching Guides, Television, *Units of Study (Subject Fields)
This teaching guide is a handbook for teachers using instructional television as part of an elementary school science program. The handbook deals with the how and why aspects of contemporary science education. It includes a growing set of primary and intermediate grade science lessons. Each lesson consists of science activities suited for two to five class sessions. The program is planned to help elementary teachers: (1) modify an on-going science curriculum, or (2) choose more wisely from available elementary science programs, or (3) develop a better science curriculum of their own design. The science lessons are directed toward concepts in the physical sciences. This guide provides instructional objectives, background information, and necessary equipment for each lesson. Teaching strategies and suggested time allotment for each lesson are also included. (EB)

ED 096 159 SE 018 262
Science for the Seventies and Instructional Television. A Project in the Use of Televised Instruction as a Component of the Systematic Development of an Instructional Thrust in Elementary School Science. Final Report.
Pennsylvania State Univ., University Park. Coll. of Education.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg.
Pub Date Oct 73
Note—150p.
EDRS Price MF-$0.75 HC-$6.60 PLUS POSTAGE
Descriptors—*Elementary School Science, *Evaluation, *Instruction, Instructional Materials, *Instructional Television, Program Evaluation, *Science Education, Television
Identifiers—Research Reports
This final report of a project involving instructional television as part of elementary school science provides information relevant to the development of the science program based on a nine function model. These functions include the problem derivation and all the steps of research technique through implementation and recycling. The materials needed to implement the program are submitted in two forms: television video tapes and a handbook for teachers. The report includes a list of referecnes, various research instruments used, summaries of visits made to classrooms using the program, and reactions of the advisory committee. Tables are presented showing teacher responses to evaluation questionnaires and other data analysis. (EB)

ED 096 160 SE 018 276
Eisenberg, Theodore A.
An Analysis of Computational Errors Made by Teachers of Arithmetic: 1930, 1973.
Pub Date [74]
Note—16p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Arithmetic, *Basic Skills, Comparative Analysis, *Comparative Testing, Diagnostic Tests, *Elementary School Mathematics, Mathematics Education, *Research, *Teacher Qualifications
Identifiers—*Computation
A diagnostic computational test given to 22 arithmetic teachers in 1930 was administered to a similar group of 35 elementary school teachers in 1973. The purpose was to compare and contrast computational errors made by the teachers. Findings revealed that 1973 teachers possess, on the average, more computational skills than the 1930 teachers. Both populations had trouble with fractions, decimals, and percentage problems. Discussions are presented as to the legitimacy of comparing the two populations and to the implications of the results. (Author/LS)

ED 096 161 SE 018 295
Brodt, Dagmar E. Wood, Adele H.
Comparison of Two Curricula for Training Basic Hospital Corps School Students.
Bureau of Medicine and Surgery (Navy), Washington, D.C.
Report No—AD-722-326; NAVMED-M43-03X-05-1
Pub Date Mar 71
Note—51p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-722-326, no price quoted)
Document Not Available from EDRS.
Descriptors—Achievement, Cost Effectiveness, *Curriculum, *Education, *Medical Education
Identifiers—*Hospital Training, Pharmacology, Pharmacology and Patient Care
The objective of this work unit was to compare the cost-effectiveness of a segment of the present subject centered curriculum with that of a new broad field organized curriculum, Pharmacology and Patient Care (PPC), for training Hospital Corps School students to prepare and administer medications. Presentation of PPC required 81 instructional hours while the conventional courses required 126 hours. During a pilot study, selected instructors were oriented to teaching PPC; optimal content, content organization and sequence were determined; time requirements for course segments were identified; and evaluation instruments were assessed for validity and reliability. Comparison of scores on the criterion instruments showed statistically significant differences in favor of the experimental companies on the written tests, a statistically significant difference in favor of control companies in performance of the subcutaneous injection procedure, and no significant difference between the groups on performance of the intramuscular injection procedure. Feedback data on graduates obtained at their first hospital assignments showed a significant difference in scores on a knowledge test in favor of the experimental group and no significant difference between scores on a skill rating scale. The saving of 45 hours of instructional time through use of PPC represents a potential monetary saving of $140.40 per student. (NTIS)

ED 096 162 SE 018 462
Austin, Charles M., Ed. And Others
A General Survey of Progress in the Last Twenty-Five Years. National Council of Teachers of Mathematics, Yearbook 1 [1926].
National Council of Teachers of Mathematics, Inc., Washington, D.C.
Pub Date 26
Note—217p.
Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, Virginia 22091
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—Achievement, *Curriculum, Evaluation, *Historical Reviews, Junior High Schools, *Mathematics Education, Objectives, *Reference Books, Research, Testing, *Yearbooks
Chapter 1 highlights the work of the International Commission on the Teaching of Mathematics, the National Committee on Mathematical Requirements, and the College Entrance Examination Board. Modifications in the arithmetic and algebra curricula are discussed at some length and changes in the geometry curriculum are indicated. Following a reprint of E. H. Moore's address to the 1902 meeting of the American Mathematical Society, chapter 3 presents data to show the state of mathematics achievement of public school pupils and offers specific guidelines for improving this scholarship. Use of objectives, drill procedures, and the idea of general mathematics are discussed in detail. The next chapter considers developments in the testing movement as they were related to mathematics education. Particular attention is paid to standardized achievement tests, their misuses, and their correct place in mathematics education. Chapter 5 traces the history of the junior high school movement and the development of its mathematics curricula. The remaining four chapters deal with research in arithmetic, the relationship of mathematics to the general public, high school math clubs, and a bibliography of school mathematics books. (LS)

ED 096 163 SE 018 463
Reeve, W. D., Ed. And Others
Curriculum Problems in Teaching Mathematics. National Council of Teachers of Mathematics, Yearbook 2 [1927].
National Council of Teachers of Mathematics, Inc., Washington, D.C.
Pub Date 27
Note—299p.
Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, Virginia 22091
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—*Arithmetic, Course Content, *Curriculum, *Instruction, Junior High Schools, Learning Difficulties, *Mathematics Education, Objectives, Research, Social Values, *Yearbooks
This yearbook is organized into three main sections: arithmetic, junior high school mathematics, and high school mathematics. Chapter 1 identifies

and discusses specific questions in arithmetic instruction and learning. The kinds of research needed and suggestions about students needing remedial work are also discussed. Chapter 2 deals with reading difficulties in arithmetic, textbooks, different treatments of the number system, drill, and grade placement. Chapter 3 discusses 12 areas where arithmetic learning and teaching may be most difficult. The opening chapter in the junior high section discusses some problems concerning the general mathematics program in grades 7 and 8 and the restructuring of the ninth grade algebra course. Chapter 5 considers the time allotment and sequencing of topics for arithmetic, algebra, and geometry. Chapter 6 gives particular emphasis to the idea of social utility. Chapter 7 provides a discussion of objectives and a listing of topics and abilities to be cultivated. In the senior high section, chapter 8 concerns the aims of mathematics instruction and appropriate content. Chapter 9 continues this, and includes a section on possible curricular changes. The final chapter gives specific recommendations on content and instruction. (LS)

ED 096 164 SE 018 464

Clark, J. R., Ed. *Reeve, W. D., Ed.*

Selected Topics in the Teaching of Mathematics. National Council of Teachers of Mathematics, Yearbook 3 [1928].

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 28

Note—284p.

Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, Virginia 22091

EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Arithmetic, Calculus, Critical Thinking, *Curriculum, Logical Thinking, *Mathematics Education, *Measurement, Problem Solving, *Reference Books, Social Values, Student Motivation, *Yearbooks

Identifiers—Functions

This yearbook is a collection of 14 articles covering a wide range of topics. The first argues that arithmetic is "a general mode of thinking," not a "tool subject." The need and use of mathematics for the average citizen is the basis for the second chapter, and the following chapter continues in this vein by attempting to show various ways in which mathematics is valuable. Chapter 4 suggests the merits of studying mathematical processes, while the next article points out the advantages of using the unifying approach of functional thinking. Following a chapter on the mathematics of symmetry in art, there are two articles dealing with calculus in the high school. Chapter 9 advocates the establishment of school savings banks to encourage thrift. The next three articles all deal with measurement and measuring instruments. After a discussion of problem solving in arithmetic, the yearbook concludes with an article suggesting ways in creating a mathematical atmosphere in the classroom. (LS)

ED 096 165 SE 018 465

Reeve, W. D., Ed.

Significant Changes and Trends in the Teaching of Mathematics Throughout the World Since 1910. National Council of Teachers of Mathematics, Yearbook 4 [1929].

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 29

Note—197p.

Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, Virginia 22091

EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Comparative Education, *Curriculum, *International Education, *Mathematics Education, Publications, Reference Books, School Organization, Teacher Education, *Yearbooks

This yearbook discusses mathematics instruction in the following countries: Austria, Czechoslovakia, England, France, Germany, Holland, Hungary, Italy, Japan, Russia, the Scandinavian countries, Switzerland, and the United States. Much of the information was collected as a followup to the first International Commission on the Teaching of Mathematics. Although there is a separate chapter devoted to each country, the following are topics common to many of the reports: general school organization, present curricula, recent or proposed curricular changes, publications, and teacher education. (LS)

ED 096 166 SE 018 466

Reeve, W. D., Ed.

The Teaching of Geometry. Reprint 1966. National Council of Teachers of Mathematics, Yearbook 5 [1930].

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date [30]

Note—215p.

Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, Virginia 22091

EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Course Content, *Curriculum, Deductive Methods, *Geometry, Junior High Schools, Logical Thinking, *Mathematics Education, Objectives, Reference Books, *Secondary School Mathematics, Transfer of Training, *Yearbooks

Identifiers—*Proof (Mathematics)

There are a number of recurring topics in the articles that comprise this yearbook, such as the nature of both informal and demonstrative geometry, the reasons for teaching both, and the extent of such courses. Other emphasized topics are use of the analytic method, whether to combine plane and solid geometry, the place of algebra and trigonometry in a geometry course, and geometry in the junior high school. There is a chapter by Birkhoff and Beatley explaining a "-number-based" approach to geometry. Included is a listing of fundamental principles, basic theorems, and a discussion of the advantages of this approach. Another author argues that transfer of training is a desirable learning outcome and that the study of geometry is well-suited for this. Other individual chapters deal with using graphs in the study of congruences, the use of indirect proof, symmetry, and a guide for evaluating geometry textbooks. (LS)

ED 096 167 SE 018 467

Reeve, W. D., Ed.

Mathematics in Modern Life. National Council of Teachers of Mathematics, Yearbook 6 [1931].

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 31

Note—205p.

Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, Virginia 22091

EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Agriculture, Biology, Humanization, *Interdisciplinary Approach, Investment, *Mathematical Applications, *Mathematics Education, Physics, Reference Books, Religion, Social Sciences, Statistics, *Use Studies, *Yearbooks

Identifiers—Polygons

Chapters present the relation of mathematics to and the use of mathematics in each of the following areas: social sciences, biology, religion, investment, agriculture, pharmacy, statistics, and physics. In addition there is a chapter about humanistic bearings of mathematics and a chapter explaining the aesthetic values of different polygonal forms. (LS)

ED 096 168 SE 018 468

Reeve, W. D., Ed.

The Teaching of Algebra. National Council of Teachers of Mathematics, Yearbook 7 [1932].

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 32

Note—188p.

Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, Virginia 22091

EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Algebra, Course Content, Curriculum, Individualized Instruction, *Instruction, Junior High Schools, Logical Thinking, Mathematical Concepts, *Mathematics Education, Problem Solving, Reference Books, *Secondary School Mathematics, Student Motivation, Teaching Techniques, *Yearbooks

Methods of instruction and organization are discussed in the first chapter, including critiques of the Winnetka plan and the Dalton plan. The next author argues that algebra is a method of thinking and explains some mental processes involved. The following three chapters are concerned with the functional concept. Using function as a unifying concept, developing functional thinking, appropriate topics, and the measuring of functional thinking are major points that are discussed. One chapter gives examples of using mathematics to measure world trends and cycles. Two related chapters discuss setting the background for a study of algebra, motivating the student, and putting some emphasis on creative thinking. Concluding chapters cover algebra in the junior high school curriculum and methods for teaching verbal problems. (LS)

ED 096 169 SE 018 469

Reeve, W. D., Ed.

The Teaching of Mathematics in the Secondary School. National Council of Teachers of Mathematics, Yearbook 8 [1933].

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 33

Note—271p.

Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, Virginia 22091

EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Articulation (Program), Course Content, Curriculum, Effective Teaching, Geometry, *Instruction, Junior High Schools, *Mathematics Education, Reference Books, *Research Reviews (Publications), *Secondary School Mathematics, *Yearbooks

The first of six chapters in this yearbook discusses articulation between junior and senior high school in terms of several specific content and topic areas. The following chapter is a selected review of research in mathematics education for the years 1915-1931. Investigations are categorized into one of nine areas and a 132-entry bibliography is included. The third chapter is devoted to a wide-ranging discussion of intuitive geometry. Chapter 4 suggests curriculum considerations for grades 7-12 with differentiation for varying ability levels. The next chapter presents the mathematics studied in German schools along with the methods, apparatus, and models used. Organization of a unit of instruction is the topic of the last chapter, and a detailed example is given using direct linear variation as the subject. (LS)

ED 096 170 SE 018 470

Hamley, Herbert Russell

Relational and Functional Thinking in Mathematics. National Council of Teachers of Mathematics, Yearbook 9 [1934].

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 34

Note—223p.

Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, Virginia 22091

EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Abstract Reasoning, Course Content, *Curriculum, Logical Thinking, *Mathematical Concepts, *Mathematics Education, Psychology, Reference Books, Relationship, *Secondary School Mathematics, Tests, *Yearbooks

Identifiers—*Functions

This is the first of the NCTM yearbooks to be written by a single author. He traces the history of the terms "variable" and "function" and discusses the meaning of functionality. The logical and psychological bases are examined followed by a general discussion of the psychology of reasoning. Two chapters outline the history of functional thinking in the schools and in textbooks. After a treatment of related mathematical concepts, a detailed examination of a proposed general mathematics course using the function concept as its central theme is given. The appendix includes several tests on mathematical relations and functional thinking. (LS)

ED 096 171 SE 018 471

Reeve, W. D., Ed.

The Teaching of Arithmetic. National Council of Teachers of Mathematics, Yearbook 10 [1935].

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 35
Note—298p.
Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, Virginia 22091
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—Activity Learning, Arithmetic, Cognitive Development, *Elementary School Mathematics, *Instruction, *Learning Theories, *Mathematics Education, Psychology, Reference Books, Research, Teacher Education, Transfer of Training, *Yearbooks
Identifiers—Computation
In the first chapter Brownell critically examines the psychological bases of the three most common theories of arithmetic instruction: drill, incidental learning, and meaning. In chapter 2 the results of a nation-wide survey of actual teaching practices are reported. Chapter 3 presents a contrast between "informational arithmetic" and "computational arithmetic." In chapter 4 "social utility" is defined much more broadly than just "computationally useful," and implications for arithmetic instruction are discussed. Following this is a survey of opportunities for use of arithmetic in an activity program, with specific examples. Chapter 6 discusses practices in the teaching of fractions and decimals, followed by the report of a study on transfer by Overman. Reported in chapter 7 are the results of a survey on current practices in teacher-training courses in arithmetic. Two chapters are devoted to transfer of training in arithmetic and types of drill; using these as a basis, David Eugene Smith expounds on the past, present, and future of instruction in arithmetic. In chapter 11 arithmetic is considered from a mathematical viewpoint as contrasted to a pedagogical viewpoint. Next Gestalt psychology is discussed, with implications for mathematics teaching. The last chapter compares the efficiency of different methods for division. (LS)

ED 096 172 SE 018 472
Reeve, W. D., Ed.
The Place of Mathematics in Modern Education. National Council of Teachers of Mathematics, Yearbook 11 [1936]. Reprint 1966.
National Council of Teachers of Mathematics, Inc., Washington, D.C.
Pub Date [36]
Note—265p.
Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, Virginia 22091
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—Critical Thinking, Curriculum, *Evaluation, Geometry, *Mathematics Education, Reference Books, *Relevance (Education), *Secondary School Mathematics, Social Values, *Yearbooks
The first chapter presents representative criticism of the teaching of mathematics, some typical testimonials of its values, and suggestions for certain improvements. Next comes a survey of the educational situation with particular emphasis on the reorganization of secondary mathematics instruction. Chapter 3 presents arguments for the value of mathematics instruction for logical thinking, especially in geometry courses. The role of undefined terms, postulates, propositions, and theorems is discussed, and the example of a mathematical structure, the field, is presented. The next two chapters present discussions of the contribution of mathematics to civilization and to education, respectively. Stressed in chapter 6 is the idea that the educational value of mathematics is the central point of the pedagogy of mathematics. Mathematics is related to science and to art in the next article, with numerous applications suggested. The concluding chapter emphasizes the relationship of mathematics to art and how both doing and appreciating each require creation and discovery. (LS)

ED 096 173 SE 018 473
Bakst, Aaron
Approximate Computation. National Council of Teachers of Mathematics, Yearbook 12 [1937]. Reprint 1966.
National Council of Teachers of Mathematics, Inc., Washington, D.C.
Pub Date [37]
Note—296p.; Missing pages in bibliography section
Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, Virginia 22091
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—Algebra, *Curriculum, Guides, *Instruction, Mathematical Concepts, *Mathematics Education, Number Concepts, Reference Books, *Secondary School Mathematics, Trigonometry, *Yearbooks
Identifiers—*Computation, Estimation, Numerical Methods
Divided into two major parts, the teaching of approximate computation and the theory of numerical processes, this yearbook has four overall goals. The first is to determine to what extent the recommendations concerning approximate computation, which were made by the National Committee on Mathematical Requirements, have been carried out. The second is the analysis of the theory of numerical processes with suitable mathematical rigor. The third is the development of proper techniques for working with approximate data in the secondary schools. The last is the presentation of outlines guiding the treatment of approximate computation in elementary algebra and trigonometry, intermediate algebra, and advanced algebra and trigonometry. (LS)

ED 096 174 SE 018 474
Fawcett, Harold P.
The Nature of Proof. A Description and Evaluation of Certain Procedures Used in Senior High School to Develop an Understanding of the Nature of Proof. National Council of Teachers of Mathematics, Yearbook 13 [1938]. Reprint 1966.
National Council of Teachers of Mathematics, Inc., Washington, D.C.
Pub Date [38]
Note—152p.
Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, Virginia 22091
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—Action Research, Classroom Research, *Critical Thinking, *Geometry, Instruction, Logical Thinking, *Mathematics Education, Reference Books, *Research, Secondary School Mathematics, Student Centered Curriculum, Student Motivation, Teaching Methods, *Yearbooks
Identifiers—*Proof (Mathematics)
This yearbook focuses on the teaching of a geometry course emphasizing critical thinking and methods of proof rather than on learning a body of theorems. In the first chapter the problem is defined, and its origin and background are discussed. Next the organization of the experimental situation is described. Chapter 3 gives numerous illustrations of procedures and classroom incidents. The students, with guidance when appropriate, determined undefined terms, definitions, and assumptions. No textbook was used, and students were given much individual responsibility. Much work was devoted to studying the use of logical arguments in nonmathematical situations. Chapter 4 summarizes much of the geometric content studies in the course. Chapter 5 is devoted to evaluation, which consisted of tests, evidence of transfer to other situations, and reports by pupils, parents, teachers, and other observers. After a short summary, the appendix contains some tests used and samples of student essays on proof. (LS)

ED 096 175 SE 018 475
Turner, Ivan Stewart
The Training of Mathematics Teachers for Secondary Schools in England and Wales and in the United States. National Council of Teachers of Mathematics, Yearbook 14 [1939].
National Council of Teachers of Mathematics, Inc., Washington, D.C.
Pub Date 39
Note—244p.
Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, Virginia 22091
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—Academic Standards, *Comparative Education, *Mathematics Education, Professional Education, Reference Books, Research, Teacher Certification, *Teacher Education, *Teacher Qualifications, Teaching Programs, *Yearbooks
This study compares and contrasts the status of the three main areas of mathematics in the secondary school and the education of mathematics teachers in the United States with that in Great Britain. Seven questions are posed at the start of the study. Comparisons are drawn between the two countries in view of these questions, and a chapter near the end summarizes the findings. Nine principles are stated as a basis for a method of training, and the final chapter evaluates the strengths and weaknesses of the training programs in both countries with regard to the stated principles. (LS)

ED 096 176 SE 018 476
Reeve, W. D., Ed.
The Place of Mathematics in Secondary Education. National Council of Teachers of Mathematics, Yearbook 15 [1940].
National Council of Teachers of Mathematics, Inc., Washington, D.C.
Pub Date 40
Note—267p.
Available from—National Council of Teachers of Mathematics, Inc., 1906 Assocation Drive, Reston, Virginia 22091
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—Acceleration, Cultural Background, *Curriculum, Educational Objectives, *Educational Principles, Evaluation, Instruction, Junior Colleges, *Mathematics Education, Reference Books, Reports, *Secondary School Mathematics, Teacher Education, *Yearbooks
This yearbook is the final report of the Joint Commission of the Mathematical Assocation of America and the National Council of Teachers of Mathematics. The report contains discussions of the following: role of mathematics in civilization, general aims of modern education, general objectives for secondary education, place of mathematics in education, curriculum, one organization of instruction, a second curriculum plan, problems of retardation and acceleration, the junior college, evaluation of pupil progress, and teacher education. The major portion of the report is devoted to discussions of general principles. In several instances, such as programs of instruction, specific proposals are presented more in the form of acceptable possibilities rather than as the only answer. (LS)

ED 096 177 SE 018 477
Reeve, W. D., Ed.
Arithmetic in General Education. National Council of Teachers of Mathematics, Yearbook 16 [1941].
National Council of Teachers of Mathematics, Inc., Washington, D.C.
Pub Date 41
Note—345p.
Available from—National Council of Teachers of Mathematics, Inc., 1906 Assocation Drive Reston, Virginia 22091
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—Arithmetic, *Curriculum, Curriculum Problems, *Elementary School Mathematics, Enrichment Activities, Evaluation, *Learning Theories, *Mathematics Education, Reference Books, Reports, Research Reviews (Publications), *Yearbooks
This yearbook is the final report of the National Council Committee on Arithmetic. Having endorsed the "meaning theory" of arithmetic instruction, an attempt is made to develop a position that might serve as a basis for improvement of the arithmetic program. After a chapter on the function of subject matter in relation to personality and one on curriculum problems, there follows a chapter on each of the early grades, middle grades, and high school. The next two chapters present discussions of the social phase of arithmetic instruction and enrichment activities, respectively. Chapter 9 presents a discussion of the present status of drill, followed by a chapter on evaluation. New trends in learning theory are applied to arithmetic in chapter 11. Chapter 12 poses many questions for introspective examination. The yearbook concludes with a chapter on interpretation of research followed by listings of 100 selected studies and 100 selected references. (LS)

ED 096 178 SE 018 478
Olds, Edwin G., Comp And Others
A Source Book of Mathematical Applications. National Council of Teachers of Mathematics, Yearbook 17 [1942].
National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 42
Note—308p.
Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, Virginia 22091
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—Algebra, Elementary School Mathematics, Geometry, *Mathematical Applications, *Mathematics Education, Problem Sets, *Reference Books, Reference Materials, *Secondary School Mathematics, Trigonometry, *Yearbooks
This yearbook is a reference source of direct applications of mathematics for use in grades 7-12. Topics are listed alphabetically in each of four sections: arithmetic, algebra, geometry, and trigonometry. An explanation is given as to the plan of the book, making the location of desired material easier, and an index is included. In many cases the application is stated in the form of a specific problem, while in others only the setting is supplied. (LS)

ED 096 179 SE 018 479
Multi-Sensory Aids in the Teaching of Mathematics. National Council of Teachers of Mathematics, Yearbook 18 [1945].
National Council of Teachers of Mathematics, Inc., Washington, D.C.
Pub Date 45
Note—470p.
Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, Virginia
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—*Audiovisual Aids, Exhibits, Instructional Films, *Manipulative Materials, Mathematical Models, *Mathematics Education, *Multimedia Instruction, Multisensory Learning, Reference Books, Slides, Tape Recorders, Visual Aids, *Yearbooks
The chapters in this yearbook describe some of the experiences the individual authors have had in making and/or using multisensory aids in mathematics instruction. A number of different aids are noted to indicate the range of possibilities. Three more chapters set the stage for the remainder of the book which is divided into the following sections: drawing and design; demonstrations and exhibits; models and devices; instruments and tools; materials for construction of models and devices; and slides, films, three-dimensional projection, and equipment. In the appendix a short description of individual models and devices is given by content areas. (LS)

ED 096 180 SE 018 480
Kiely, Edmond R.
Surveying Instruments: Their History and Classroom Use. National Council of Teachers of Mathematics, Yearbook 19 [1947].
National Council of Teachers of Mathematics, Inc., Washington, D.C.
Pub Date 47
Note—424p.
Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, Virginia 22091
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—Bibliographies, Civil Engineering, Curriculum, *Geometry, History, *Mathematical Applications, *Mathematics Education, *Measurement, Reference Books, Secondary School Mathematics, Trigonometry, *Yearbooks
The first four chapters trace the history of surveying instruments from beginnings in Egypt, China, and Babylonia to Greece and Rome, then Europe, Islam, and India and finally in the Renaissance in Europe. The organization of these chapters is generally by the major areas of leveling instruments, right-angle instruments, staff combinations, and the astrolabe. The development of practical geometry in the school curriculum with emphasis on the use of outdoor measurement is discussed in chapter 5. Finally, applications of geometry and trigonometry to simple surveying are given. An extensive bibliography completes the book. (LS)

ED 096 181 SE 018 481
Johnson, J. T., Comp. And Others
The Metric System of Weights and Measures. National Council of Teachers of Mathematics, Yearbook 20 [1948].
National Council of Teachers of Mathematics, Inc., Washington, D.C.
Pub Date 48
Note—317p.
Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, Virginia 22091
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—Adoption (Ideas), *Curriculum, Educational Objectives, *Mathematics Education, *Measurement, *Metric System, Public Opinion, Public Support, Reference Books, *Yearbooks
This yearbook is an effort to reevaluate the metric system and to present testimonies from people in various occupations with respect to metric usage (as of 1948). The first of four major sections explains the metric system and its development. Next are 29 articles discussing the usage of the system in the general areas of education, science, engineering, manufacturing and merchandising, medicine and pharmacy, world trade, armed forces, and athletics. In the public interest section, accounts of magazines, reports, newspapers, radio, and clubs advocating the adoption of the system are given. The fourth section centers on methods of making the adoption both in education and in general. (LS)

ED 096 182 SE 018 482
Fehr, Howard F., Ed.
The Learning of Mathematics: Its Theory and Practice. National Council of Teachers of Mathematics, Yearbook 21 [1953].
National Council of Teachers of Mathematics, Inc., Washington, D.C.
Pub Date 53
Note—362p.
Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, Virginia 22091
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—Concept Formation, *Concept Teaching, Individual Differences, Instruction, *Learning Theories, Mathematical Vocabulary, *Mathematics Education, Reference Books, Research, Sensory Training, Student Motivation, *Transfer of Training, *Yearbooks
This yearbook presents theories of learning, discusses the research on which they are based, and suggests ways to apply these theories to concrete learning situations. After an introduction to the more prominent theories in chapter 1, the remaining chapters present more specific areas and questions. The next three chapters deal with motivation, concept formation, and sensory learning, respectively. Discussed in chapter 5 is the correct use of language in mathematics; the following chapter provides suggestions for the use of drill and practice. Transfer of training and problem solving are the two important issues presented next. The last three chapters are on individual differences, planned instruction, and improving instruction. Most chapters have a bibliography. (LS)

ED 096 183 SE 018 483
Clark, John R., Ed.
Emerging Practices in Mathematics Education. National Council of Teachers of Mathematics, Yearbook 22 [1954].
National Council of Teachers of Mathematics, Inc., Washington, D.C.
Pub Date 54
Note—445p.
Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, Virginia 22091
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—*Activity Learning, Course Content, *Curriculum, Educational Innovation, Evaluation, Grouping (Instructional Purposes), Laboratories, *Mathematics Education, Reference Books, *Teacher Education, *Yearbooks
Emerging practices are defined as innovations which challenge the conventional approved practices. This yearbook is a collection of articles describing a wide range of experimentation that is being practiced by individual teachers or by groups of teachers. Organized into five major sections, the first deals with differentiated mathematics curriculum. Areas of discussion are new organization of content, grouping, planning, and guidance. The next section centers on the laboratory approach, including the use of radio, television, and other audiovisual aids. Part 3 concerns teacher education while Part 4 is devoted to new emphases in subject matter. Evaluation, in its many forms, is the topic of Part 5. Bibliographies are included for each part. (LS)

SO

ED 096 184 SO 007 543
Kohn, Clyde F., Ed.
Selected Classroom Experiences: High School Geography Project. Geographic Education Series Number 4.
National Council for Geographic Education.
Pub Date 64
Note—70p.
Available from—National Council for Georgraphic Education, 115 North Marion St., Oak Park, Illinois 60301 ($1.00)
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—Changing Attitudes, *Cooperating Teachers, *Curriculum Design, Educational Strategies, Geographic Concepts, *Geography, Geography Instruction, High School Curriculum, *Instructional Improvement, Learning Activities, Secondary Education, *Teacher Developed Materials, Units of Study (Subject Fields)
Identifiers—*High School Geography Project
Each of the eight papers presented in this volume represents a special type of study carried out under the auspices of a working group of professional geographers involved with the High School Geography Project. The papers are written by geography teachers at the secondary level with the purpose of creating units of instruction, designing pupil activities, and locating suitable classroom and laboratory materials. A way in which the geographic method of inquiry can be applied to problems within the student's environment, a demonstration of how students develop an understanding of scale, a unit of study in physical geography, a regional approach to geography, and an exercise in problem solving related to food production, are topics of the first five papers. Changing attitudes on the part of the professional geographer, the classroom teacher, and the high school student involved in the projects are reported while the major challenges and responsibilities confronting those concerned with upgrading geography in secondary schools are observed in the next two papers. Finally, a guide to future participants in the Project comments on the structure of geography with reference to geographic fact, spatial distribution, and areal association. (Author/KSM)

ED 096 185 SO 007 545
Turner, Mary Jane
The Status of Political Science Instruction in American Secondary Schools.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Pub Date 74
Note—39p.; A related document is SO 007 823
Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (SSEC Publication No. 169, $1.50)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Course Objectives, Curriculum Development, *Educational Improvement, *Educational Needs, Educational Status Comparison, *Educational Trends, Historical Reviews, Interdisciplinary Approach, *Political Science, Resource Materials, Secondary Education, *Social Sciences, State of the Art Reviews, Surveys
Identifiers—United States
This paper, second in a series which deals with trends in the precollegiate teaching of the various social science disciplines, discusses the status of political science instruction in American secondary schools. Primary objectives of political education courses include such goals as training for citizenship, participation in, and understanding of democratic institutions. While these objectives are accepted by educators, the curriculum

established for their achievement is widely criticized, resulting in new teaching strategies, approaches, methods, and curriculum materials which have been developed to accomplish the old goals as well as the new objectives made necessary by demands of a more complex society. The history, criticisms, and reform of political science education are discussed in this paper. Contents include the following: (1) Introduction, (2) History, (3) Criticisms of the Prevailing Modes of Political Science Education, (4) Sources and Directions of Reform, (5) Types of New Curricula Containing Political Science Content, (6) Other New Trends, (7) Concluding Remarks. (Author/RM)

ED 096 186 SO 007 567

Kurfman, Dana G. Phillips, Ina M.

Using Simulation to Involve Students: Instructor's Guide and Participant's Manual. Teaching Procedures for the New Social Studies.

Association of American Geographers, Washington, D.C.; High School Geography Project, Boulder, Colo.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 1 Feb 70

Note—83p.; Out of Print; For related documents see SO 007 568 and SO 007 799; The games are available from the Macmillan Co., 866 Third Ave. N.Y., N.Y. 10022

EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Activity Learning, Affective Objectives, Cognitive Objectives, Content Analysis, Educational Games, *Effective Teaching, *Geography Instruction, Interaction Process Analysis, Methods Courses, *Observational Learning, Role Models, Social Studies, *Stimulation, *Teaching Techniques

Identifiers—*High School Geography Project

Using simulations developed by the High School Geography Project and films recording the use of the simulations, teachers learn to: (1) use simulation exercises in class; (2) provide a classroom atmosphere conducive to free interaction and expression among students; (3) analyze simulation in terms of problems considered, alternative choices, factors influencing a choice, and conflicting roles; (4) identify cognitive and affective objectives implicit in simulations; and (5) discuss advantages and disadvantages of simulation as a teaching strategy. The five hours required for the training processes include participating in a simulation, analyzing simulation through reading and discussion, viewing two simulations to clarify the role of the teacher in the class, and viewing a third simulation to apply the learned analysis techniques. The instructor's guide gives procedures for organizing the events of the training program and cues for discussion and analysis. The participant's manual gives directions about the events with questions for discussion. Films mentioned in the document are available through the catalogs of the Mountain Plains Educational Media Council and the Indiana University Audio-visual Center, under the title High School Geography: New Insights. (JH)

ED 096 187 SO 007 568

Richburg, Robert W.

Using Evaluation to Improve Instruction: Instructor's Guide and Participant's Manual. Teaching Procedures for The New Social Studies.

Association of American Geographers, Washington, D.C.; High School Geography Project, Boulder, Colo.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 1 Feb 70

Note—105p.; Out of Print; For related documents see SO 007 567 and SO 007 779; The games are available from the Macmillan Co., 866 Third Ave, N.Y., N.Y. 10022

EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Curriculum Evaluation, Educational Improvement, *Effective Teaching, *Evaluation Methods, *Geography Instruction, *Instructional Improvement, *Measurement Techniques, Methods Courses, Semantic Differential, Simulation, Social Studies, Student Attitudes, Teacher Education Curriculum, Teacher Improvement, Teacher Programs

Identifiers—*High School Geography Project

This booklet uses materials developed during the High School Geography Project to guide teachers and other participants through the formulation of learning objectives, evaluation of those objectives, use of that evaluation to improve teaching, and the application of the process to the construction of an evaluation instrument. After completing the process, participants should be better able to apply evaluation data to assess and improve instructional procedures, measure student attitudes toward school and particular topics of study, and write essay and objectives questions to measure higher level cognitive growth in students. The booklet contains an instructor's guide and a participant's manual. The guide outlines the five parts of the process, specifying purpose, procedures, and materials needed, which include game materials and films. The Instructor's role in obtaining effective learning is then presented part by part. The participant's manual provides instruction for the various processes and specific content information. The five parts are flexible and may be consolidated or divided to accommodate available instructional periods. Films mentioned in the document are available through the catelogs of the Mountain Plains Educational Media Council and the Indiana University Audio-visual Center, under the title High School Geography: New Insights. (JH)

ED 096 188 SO 007 656

Chapin, Rosemary And Others

Sex Role Stereotyping: Implications for the Human Services.

Minnesota Resource Center for Social Work Education, Minneapolis.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 73

Note—121p.

Available from—Minnesota Resource Center for Social Work Education, 731 21st Avenue S., Augsburg College, Minneapolis, Minnesota 55404

EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE

Descriptors—Annotated Bibliographies, Bias, Course Evaluation, Discriminatory Attitudes (Social), Females, *Feminism, *Human Services, Inservice Education, Instructional Materials, Males, Resource Materials, *Sex Discrimination, *Sex Role, Teaching Methods, *Womens Studies

This teaching unit contains materials on sex role stereotyping which can be used as the basis for inservice training with those involved in the human services. The ultimate goal of the unit is to help women and men to begin to accept each other as equal human beings, recognizing the contribution which each can make to the community. Teaching strategies include lecture, classroom discussion based on readings, individual and group activities, simulation games, and role playing. The following topics are covered: (1) what sex role stereotyping is, (2) bases for sex role differentation, (3) impact of sexism on society, (4) implications of changing roles of women and men for society, and (5) implications of the changing role of women and men for the human services. The materials include brief statements of information on each topic. The information can be used as a basis for lectures or can be distributed to students for discussion and individual assignment. Also included are annotated bibliographies, reviews of tapes, simulation games, role plays, exercises, and suggestions for using the materials. (Author/RM)

ED 096 189 SO 007 675

Jackson, Robert M. And Others

Simulated International Politics: Classroom Exercises.

International Studies Association, Syracuse, N.Y.; Missouri Univ., St. Louis. Center for International Studies.

Pub Date 73

Note—76p.; Exercises developed at the Simulated Political Processes Laboratory, California State University, Chico

Available from—Center for International Studies, University of Missouri, St. Louis, Missouri, 63121 ($3.00)

Document Not Available from EDRS.

Descriptors—*American Government (Course), Classroom Games, Conflict, Decision Making, Developing Nations, Disarmament, Foreign Policy, *Foreign Relations, Futures (of Society), Peace, *Political Science, Secondary Education, *Simulation, *Social Studies, Teaching Methods, War, World Affairs, World Problems

The manual consists of six easy to use simulation exercises for foreign relation classes at the secondary level. The games are designed to teach decision making skills, to sensitize students to the manner in which Americans have come to view the world, to help students understand the need to manage problems before they become too severe, and to demonstrate the impact of coalitions on the political stability and development strategies of developing nation states. The following games are included: (1) The Premier's Speech, (2) The Bargaining Process, (3) Crisis Management, (4) Guns or Butter, (5) Food Crisis, (6) Latin America Coalition Game. The purpose of the exercise, the game format, specific instructions for running the game, and questions which can be raised in the post-game debriefing period are provided for each simulation. All materials necessary for playing each game are included in the manual. (Author/RM)

ED 096 190 SO 007 693

Dueck, Kathryn

Learning Resources in Formation of Orientations by Students in a Subculture.

Pub Date Apr 74

Note—23p.; A paper presented to the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Educational Research, Family Influence, High School Students, Institutional Role, *Peace, Peer Groups, *Political Socialization, *Religious Cultural Groups, Religious Factors, Social Influences, Sociocultural Patterns, *Student Attitudes, Student Characteristics, Subculture, *War

Identifiers—*Mennonites

The purpose of this study is to assess the relative impact on Mennonite high school students of various orientation sources toward the issues of war and peace. Sixteen sources of orientation such as family, religion, and media are coordinated with variables such as school attended, grade level, and sex differences on a 10 page survey containing both closed and open-ended questions. The data from 438 Mennonite students participating in the research is limited by several factors, including a lack of genuine opinions among students on issues of war and peace. The following conclusions, however, are drawn from the data: religion is the most important source of orientation; experiences gained at school are second with emphasis on teacher's impact; the peer group is of next importance; the minister is fourth; mass media is fifth; and the family plays no significant role with respect to this issue. Open-ended questions about war and peace elicit responses of frustration and aggression, a conventional view of war, the passive nature of peace, and general pessimism about obtaining peace. Tables of data, a sample from the questionnaire, and a bibliography complete this report. (JH)

ED 096 191 SO 007 709

Edwards, Reginald, Ed. And Others

Relevant Methods in Comparative Education. A Report of a Meeting of International Experts. International Studies in Education No. 33.

United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.

Pub Date 73

Note—267p.

Available from—UNIPUB, Inc., P.O. Box 433, Murray Hill Station, New York, New York, 10016 ($11.55)

EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Comparative Education, Conference Reports, Curriculum Research, *Educational Research, *International Education, Research Methodology, Scientific Methodology, *Social Sciences

This report consists of papers delivered at the 1971 meeting of educators sponsored by the Unesco Institute for Education. The purpose of the meeting was to assess comparative education in the context of the trend towards empiricism and borrowing from the social sciences. The report is divided into the following sections: (1) General Problems of Scientific Method; (2) Some Theoretical Methods for Comparative Education; (3) Research and Research Methods in Compara-

tive Education Challenge and Response; (4) Reports of Working Groups on Education, Psychology and Sociology, and Comparative Research on Politics and Education; and (5) International Co-operation in Comparative Education Research. Included in the appendixes are the working paper of the conference, a list of participants, a list of submitted papers, and a select bibliography. (Author/RM)

ED 096 192 SO 007 711
Studio in Art: A Comprehensive Foundation Course.
New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.
Pub Date 74
Note—145p.
EDRS Price MF-$0.75 HC-$6.60 PLUS POSTAGE
Descriptors—*Activity Learning, *Aesthetic Education, Art Activities, *Art Education, *Art Expression, Course Descriptions, Curriculum Guides, *Fine Arts, Humanization, Secondary Grades, Teaching Techniques, Visual Literacy
This secondary level art curriculum guide helps students to individualize visual and plastic arts experience. It is divided into sections on the nature of art, elements of art, and movements and trends in the world of art. Materials direct the teacher toward important events and concepts, useful exercises, and pertinent points for student development. The material, illustrated by student art and reproductions, is not intended as the substance of lectures but as an outline of areas of emphasis to be used by both student and teacher in the development of a flexible course based on a theme or principle of their choosing. A visual diary of information and observations to help the student become visually sensitive and a portfolio of the student's work are kept as indications of student performance. The course is predicated on the availability of a studio and on access to genuine works of art. At the least, an atmosphere of art, within the working environment is mandatory as is the presence of an artist as teacher, Sources of materials from museums and commercial producers are listed at the end of the guide, as are literature references pertinent to the study of movements and trends in art. (JH)

ED 096 193 95 SO 007 712
Knudsen, Kjell R. And Others
Emphasis in Educational Research: A Description of Selected Substantive and Methodological Characteristics of Proposals in the 1973 National Institute of Education (NIE) Field Initiated Studies (FIS) Program.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 16 Apr 74
Contract—NE-C-00-3-0287
Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, April 1974); The project on which this paper is based was conducted by Minnesota Systems Research, Inc., Minneapolis
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Content Analysis, *Educational Research, Evaluation Methods, Federal Aid, *Federal Programs, *Research Methodology, *Research Proposals, Research Utilization
Identifiers—Field Initiated Studies, *National Institute of Education, NIE
Some 3,000 proposals submitted for Research Grants in Education and Small Grants, two of the major topic areas in the 1973 Field Initiated Studies (FIS) program of the National Institute of Education (NIE), are analyzed in this report to identify research features which seemed to receive priority emphasis and to describe some of the methodological features of these projects in order to focus questions about the potential for integrated, cumulative knowledge in education. The report contains selected characteristics of research from a considerably longer list in the original report which is the third in a related series of investigations in which the characteristics of federally funded social research are assessed. Objectives of the study for NIE were to develop an instrument to assess the methodological quality of the research component of proposals; describe the substantive issues of proposals; determine issues removed and retained at each step of the NIE review process; relate proposed characteristics of the research component; and assess systematic preferences in the NIE proposal review process in terms of the review process used by Minnesota Systems Research, which conducted the project. (Author/JH)

ED 096 194 SO 007 713
Goals for Elementary, Secondary and Continuing Education in New York State.
New York State Education Dept., Albany.
Pub Date Feb 74
Note—20p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Adult Education, Church Responsibility, Community Responsibility, *Education, Educational Guidance, *Educational Needs, *Educational Objectives, Educational Philosophy, *Educational Responsibility, Elementary Education, Parent Responsibility, School Responsibility, Secondary Education
Identifiers—*New York
This statement, approved by the New York Regents, lists goals for elementary, secondary, and continuing education. The responsibilities of various agencies for achieving the goals are described, and gaps between the goals and current realities are identified. The statement is intended to serve as a guide to the Education Department as it plans programs to carry out the Regents' goals and policies, and as a possible starting point for development of goals and programs by schools and other educational agencies. The Regents expect that the discussion and actions stimulated by this paper will lead to a higher degree of goal realization for all students in the State. The 10 goals listed include the following: (1) mastery of the basic skills of communication and reasoning; (2) ability to sustain lifetime learning; (3) ability to maintain one's mental, physical, and emotional health; (4) understanding of human relations; (5) competence in the processes of developing values; (6) knowledge of the humanities, social sciences, and natural sciences; (7) occupational competence; (8) knowledge and appreciation of our culture; (9) understanding the processes of effective citizenship; and (10) knowledge of the environment. Educational outcomes that are the particular responsibility of the school are listed with each goal. (Author/RM)

ED 096 195 SO 007 714
Music K-6.
New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.
Pub Date 74
Note—85p.
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—*Aesthetic Education, Concept Teaching, *Curriculum Guides, Elementary Grades, Fine Arts, *Music Activities, Music Appreciation, *Music Education, Teaching Guides
The primary function of music education is the development of a responsiveness to the artistic qualities of sound. The constituent elements fundamental to musical response are rhythm, melody, harmony, form, expression, and style. With the goal of developing a responsiveness consisting of musicality and affective growth, this guide has been organized around constituent elements, concepts within each element, major understandings which may contribute to the formulation of each concept, and activities for experiencing the elements. Understandings are arranged under concepts according to three developmental levels, providing progressively greater breadth and depth of investigation. Specific grade levels are not used to determine development levels for individuals or classes. A growth chart at the end of each constituent element section assists the teacher in evaluating a child's progress. A discussion of ethnic music in the classroom; suggested sources for ethnic music; suggestions for coordinating a music program; and a flow chart, capsulizing the experiences of children as they progress from level to level in each musical constituent complete the guide. (Author/JH)

ED 096 196 SO 007 715
Education in Asia. Reviews, Reports and Notes. Number 5.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.
Pub Date Mar 74
Note—48p.; Related document is SO 007 425
Available from—Unipub, Box 433, New York, N.Y. 10016 ($6.00, subscription rate or $1.75 for Number 5)
Document Not Available from EDRS.
Descriptors—Adult Education, *Comparative Education, Cooperatives, Developing Nations, Educational Planning, *Educational Research, Farm Management, *Literature Reviews, National Programs, Nonformal Education, Non Western Civilization, Program Descriptions, *Publications, Surveys
Identifiers—*Asia, India
An occasional, independent publication of the UNESCO Regional Office for Education in Asia contains reviews of recent publications and studies, brief reports on programs and projects, and notes on Asian documents related to education. The first section of Reviews presents reports on adult and out-of-school education in India, educational wastage at the primary level in India, the Second Malaysia Plan, nonformal education, and educational planning and management. Programs and projects are reported on the topics of the Asian Program of Educational Innovation for Development, the economics of Bangladesh, employment for the educated, farming and adult education, periodic surveys in the Republic of Korea, and educational programmes for members of cooperatives. A brief annotated list of documents related to education compiled from a selection of entries in recent quarterly Accession Lists of the Unesco Regional Office Library concludes the publication. (Author/KSM)

ED 096 197 SO 007 719
Jones, F. Geoffrey
Functions of Cities. Student Text and Student Workbook.
Georgia Univ., Athens. Geography Curriculum Project.
Pub Date 74
Note—200p.; Publication 74-1
Available from—Geography Curriculum Project, University of Georgia, 107 Dudley Hall, Athens, Georgia 30601 ($2.50 for a set, 10 percent discount on 25 or more sets)
Document Not Available from EDRS.
Descriptors—Autoinstructional Programs, *Economic Factors, Geography Instruction, *Human Geography, *Individualized Instruction, Instructional Materials, Intermediate Grades, Metropolitan Areas, *Municipalities, Textbooks, Urban Areas, Urban Culture, *Urban Studies, Workbooks
A student text and student workbook on the economic base and functions of cities comprise a self-paced unit for intermediate grade level students of geography. The text discusses the meaning of economic base and function, and categorizes eight cities for further study in succeeding chapters--Durban, Frankfurt, Pittsburgh, Brasilia, Surfers Paradise, Benares, Mexico, and Tokyo. A glossary of terms concludes the text. The workbook follows the text, chapter by chapter, with eight activity sections that inquire into the student's mastery of the text material. The student is instructed at the beginning of each chapter to log in his time, read the text chapter, answer the activity sections, check answers against those in the Student Activity Answer Sheet at the back of the book, review the text in the case of incorrect answers, proceed to the Review Test, and check the test. If a student answers 17 out of 20 questions correctly he is to proceed to the next chapter; if not, he is to review pertinent sections and activities and take the second Review Test. (JH)

ED 096 198 SO 007 725
Elbrecht, Sandra D.
Portfolio Presentation (Tentative Course Outline). Art Education: 6676.01.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—32p.; An authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Art Activities, *Art Education, *Career Planning, Ceramics, Course Descriptions, Course Objectives, Curriculum Guides, Handicrafts, *Marketing, Painting, Resource Materials, Secondary Education, Teaching Techniques, *Visual Arts
Identifiers—*Quinmester Program
The Quinmester Visual Arts Education Curriculum is described in SO 007 721. Portfolio Presentation is a course of study in the curricu-

lum for the art-oriented student planning to pursue art as a career. The two-fold purpose of the course is to teach the student effective display techniques and preparation of his own work for display and to eanble the student to critically evaluate his own work in terms of acceptability by juries and saleability to consumers. Consideration of problems confronting the professional artist, such as framing, shipping, professional relations, and tax laws as they relate to the artist are explored. To facilitate the student's ability to evaluate his work, criteria for ceramics, batik, rugs, and printing are listed. Other sections include worksheets on matting and canvas stretching, marketing practices, hints for instructors, lists of suggested materials and equipment, a vocabulary list, and other information sources. (JH)

ED 096 199 SO 007 730

Postlethwaite, T. Neville, Ed.

What Do Children Know? Comparative Education Review. International Studies on Educational Achievement. Vol. 18, No. 2.

Comparative and International Education Society, Los Angeles, Calif.

Pub Date Jun 74

Note—333p.

Available from—Comparative and International Education Society, Business Manager, Thomas J. La Belle, University of California, Los Angeles, 405 Hilgard Ave., Los Angeles, California 90024 ($2.50 single numbers, $2.00 in quantities)

Journal Cit—Comparative Education Review; v18 n2 June 1974

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Comparative Education, *Cross Cultural Studies, *Educational Assessment, Educational Research, *Educational Status Comparison, International Education, Literature, National Surveys, Reading, Scientific Methodology, Statistical Data

Identifiers—*IEA

This issue of the Comparative Education Review focuses on analysis of data gathered by 19 countries participating in a six-subject survey conducted by the International Association for the Evaluation of Educational Achievement (IEA). The purpose of this and earlier IEA research (a pilot study and a mathematics study undertaken on the basis of the pilot study experience) is to provide information that might point out to administrators improvement of the national educative process. An introductory article describes the target populations, sampling, instrument construction, and analysis procedures of the first round of the six-subject survey covering science, reading comprehension, and literature. Questions prepared by the 19 nations pertaining to current national problems are also given. Reports from Australia Belgium, England, Finland, France, Hungary, India, Israel, Japan, The Netherlands, Scotland, Sweden, and the U.S.A. present national perspectives on education problems and IEA data. A final article contains secondary analysis of IEA mathematics data indicating the possibilities of this analysis on science, reading comprehension, and literature data. (JH)

ED 096 200 SO 007 731

Horton, Robert V. Weidenaar, Dennis J.

The Goals of Economics Education: A Delphi-Like Inquiry. Paper No. 462C.

Purdue Univ., Lafayette, Ind. Herman C. Krannert Graduate School of Industrial Administration.

Pub Date Jun 74

Note—123p.

EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE

Descriptors—Administrative Personnel, Business, Business Education, Consumer Education, *Economic Education, *Educational Needs, *Educational Objectives, Futures (of Society), Objectives, Opinions, Questionnaires, *Surveys, Teachers

Identifiers—*Delphi Technique

To explore goals for economics education and ways in which these goals might be improved, reconciled, and consolidated, a Delphi-like inquiry among more than 200 economics educators, economists, businessmen, other social scientists, and educational administrators was undertaken. Statistical data and comments as to respondents' views expressed in one questionnaire was relayed back to them with a successive questionnaire. The process was repetitive for the purpose of eventually developing a composite opinion shared by the respondents in the light of reactions of others. Key findings of the inquiry, considered important guides for more effective economics education, are that the goals of economics education differ widely, both within and among the groups surveyed and that respondents arrived at a general concentration on one or another of three possible goals. The need for the inquiry, its process, and findings are discussed. Recommended actions deal with specification of goals, explanations to business interests and educational administrators, and implications to trainers of teachers of social studies. Exhibits include four questionnaires and responses. (Author/KSM)

ED 096 201 SO 007 733

Geib, Richard D.

HSGP: From Boulder to Boondocks.

Pub Date Apr 72

Note—54p.; A research paper submitted to the Dept. of Geography, Western Michigan University; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Adoption (Ideas), *Change Agents, Curriculum Development, *Curriculum Research, Decision Making, *Diffusion, Educational Innovation, Experimental Teaching, Geographic Distribution, *Geography Instruction, *Textbook Selection, Transfer of Training

Identifiers—*High School Geography Project

The purpose of this study is to account for the spatial distribution of school systems in the United States that had adopted High School Geography Project (HSGP) materials as of October 1970. A history and description of HSGP opens the study. The premise that the distirubution of materials has not occurred by chance is stated. Factors isolated and hypothesized as affecting the distribution are wealth of individual school systems; the presence and number of high school geography teachers; and the presence of influencing agents, identified as members of the project's steering committee, authors and consultants, educators attending resource personnel workshops, and trial teachers. Methodology includes the application of geographic techniques to illustrate data and convert data into comparable units; thus, location quotients are used to measure the degree to which a state has more or less than its share of HSGP schools, wealth, and teachers. Nearest neighbor analysis techniques are employed to correlate the effects of influencing agents. Data reflecting all of the analysis is appended in the study. The conclusion states that though psychological influences not measured in this study should logically be taken into account, the effect of exposure to new materials is a prime determinate of their adoption. (JH)

ED 096 202 SO 007 734

Sullivan, Franklin D.

Music Listening--Jazz, Music: 5635.893.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—32p.; An Authorized Course of Instruction for the Quinmester Program; Some pages have marginal legibility; SO 007 735-737 are related documents

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*American Culture, Course Content, Course Objectives, Curriculum Guides, *Jazz, Listening Habits, Music Appreciation, *Music Education, *Musicians, *Music Techniques, Secondary Grades, Teaching Techniques

Identifiers—*Quinmester Program

This 9-week, Quinmester program is a survey of music in the jazz idion, particularly major musicians and their music of the last two decades. No musical prerequisites are necessary. Objectives include the ability to distinguish major performers, the blues form, instruments, major compositions and to become aware of jazz as an American art form, including the musicians of the 1960's contributing to it. The outline of course content mentions musicans, categorized by instrument, and jazz terminology. Procedures for day-by-day instruction over a 9-week period are included. Resource materials and assessment suggestions conclude the guide. (JH)

ED 096 203 SO 007 735

Pearl, Jesse Carter, Raymond

Music Listening--The Classical Period (1720-1815), Music: 5635.793.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—42p.; An Authorized Course of Instruction for the Quinmester Program; SO 007 734-737 are related documents

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*Aesthetic Education, Course Content, Course Objectives, Curriculum Guides, *Listening Habits, *Music Appreciation, *Music Education, Music Techniques, Opera, Secondary Grades, Teaching Techniques, *Vocal Music

Identifiers—Classical Period, Instrumental Music, *Quinmester Program

This 9-week, Quinmester course of study is designed to teach the principal types of vocal, instrumental, and operatic compositions of the classical period through listening to the styles of different composers and acquiring recognition of their works, as well as through developing fastidious listening habits. The course is intended for those interested in music history or those who have participated in the performing arts. Course objectives in listening and musicianship are listed. Course content is delineated for use by the instructor according to historical background, musical characteristics, instrumental music, 18th century opera, and contributions of the great masters of the period. Seven units are provided with suggested music for class singing. resources for student and teacher, and suggestions for assessment. (JH)

ED 096 204 SO 007 736

Pearl, Jesse Carter, Raymond

Music Listening--Romantic Period (1815-1914), Music: 5635.794.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—47p.; An Authorized Course of Instruction for the Quinmester Program; SO 007 734-737 are related documents

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*Aesthetic Education, Course Content, Course Objectives, Curriculum Guides, Instructional Materials, *Listening Habits, *Music Appreciation, *Music Education, Opera, *Romanticism, Secondary Grades, Teaching Techniques

Identifiers—Instrumental Music, *Quinmester Program

This secondary level Quinmester course is designed to teach the principal types of vocal, instrumental, and operatic compositions of the Romantic period through listening to the styles of different composers and acquiring recognition of their works. The course is intended for students who have participated in fine or performing arts and for pupils interested in music history despite a lack of music background. Course objectives in listening and musicianship are listed. Course content is presented in detail as a guide for the instructor, with outlines for five units. Final sections of the guide include resources for students and teachers, assessment techniques, and a suggested listening list to augment specific suggestions made in the unit plans. (JH)

ED 096 205 SO 007 737

Chambers, Grace

Directed Listening to Music, Music: 5634.59.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—34p.; An Authorized Course of Instruction for the Quinmester Program; SO 007 734-736 are related documents

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Aesthetic Education, *Auditory Training, Course Objectives, Curriculum Guides, Instructional Materials, *Listening Habits, Music, *Music Appreciation, *Music Education, Secondary Grades, *Teaching Techniques

Identifiers—*Quinmester Program

This Quinmester, 9-week course of study is intended to develop discriminating listening habits as a preparation for intensive study of various specific periods of music (see SO 007 734-736). Some introductory work in music is suggested, with interest being the main criteria for selection

of students. Twelve course objectives are listed involving the student's ability to identify specific musical characteristics and pertinent background information. Course content includes notes to the instructor and 25 basic compositions for listening. The course syllabus describes activities and perceptions to be gained during each of the 9 weeks with the last week consisting of a period of review and assessment. Resources for students and teachers conclude the guide. (JH)

ED 096 206 SO 007 738

Blum, Jesse

Theory I: A Comprehensive Approach to Theory Through Ear Training, Music: 5636.18.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—14p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Auditory Training, Course Content, Course Objectives, Curriculum Guides, Instructional Materials, Music, *Music Education, *Music Reading, *Music Theory, Secondary Grades, *Teaching Techniques, Vocal Music

Identifiers—*Quinmester Program

This Quinmester, 9-week course of study, is an aural approach to theory through sight singing and dictation techniques employing the moveable "Do" and number systems, interspersed with an outline approach to general music history. It is designed for students acquainted with staff notation and exposed to keyboard or to instrumental or choral training, but who have had little or no theory. The guide lists objectives in musicianship and performance; procedures and materials; a syllabus with learning activities; resources for students and teachers; syllable and number sheets for student exercises and assessment criteria. Assessment is based on the student's increased confidence in his skills, gained through constant, active participation in group response. (JH)

ED 096 207 SO 007 739

Colnot, Cliff

Instrumental Ensemble--Stage Band, Music: 5645.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—13p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Applied Music, *Bands (Music), Course Content, Course Objectives, Curriculum Guides, Instructional Materials, *Music Activities, *Music Techniques, Secondary Grades, *Teaching Techniques

Identifiers—*Quinmester Program

This 9-week, quinmester course is a study of literature for a small ensemble or stage band. Emphasis is placed on increased performance skill, individually and in ensemble, concurrent with musical concept development and on stylistic characteristics of the music. Advanced performing skills and musicianship are prerequisite. Twenty-two course objectives in musicianship and performance are listed. Activities are suggested for each of the 9 weeks. Resources for pupils and teachers and suggestions for assessment based on course objectives conclude the guide. (JH)

ED 096 208 SO 007 742

Stahl, Robert J., Ed.

High School Psychology in the United States and Canada: An Anthology of Recent Status Reports.

Florida Univ., Gainesville. Inst. for Development of Human Resources.

Pub Date 5 Apr 74

Note—70p.

Available from—Institute for Development of Human Resources, College of Education, 513 Weil Hall, University of Florida, Gainesville, Florida 32611 ($5.00 each, paper)

EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Behavioral Sciences, Comparative Analysis, *Educational Research, *Educational Status Comparison, High School Curriculum, National Surveys, *Psychology, Questionnaires, School Surveys, Secondary Education, *State Surveys, Teacher Characteristics, Textbooks

Identifiers—Colorado, Delaware, Florida, Georgia, Montana, Oklahoma, Ontario, Pre College Psychology

In response to a need for a systematic national survey of the status of pre-college psychology that would be made available to all interested researchers and teachers, this document presents seven status studies -- one each from Colorado, Delaware, Florida, Georgia, Montana, Oklahoma, and Ontario. The data most frequently presented in these studies concern types of schools surveyed, length and level of courses offered, students enrolled in courses and their grade levels, teacher characteristics such as hours of college background in psychology, and textbooks used. A concluding article, "High School Psychology in the Pre-CPCP Questionnaire," discusses a standardized questionnaire to be developed by the American Psychological Association Committee on Pre-College Psychology (APA-CPCP). The usefulness of such a questionnaire is suggested by the disparity among items sampled in the independently organized state surveys, exemplified by the seven status reports. A further impetus for the questionnaire is the funding by the National Science Foundation of the APA's Human Behavior Curriculum Project for Secondary Schools which will require accurate and complete information on pre-college psychology. (JH)

ED 096 209 SO 007 743

Stahl, Robert J.

The Data Base for the Study of Pre-College Psychology in Florida: 1970-1971 and 1972-73.

Florida Univ., Gainesville. Inst. of Higher Education.

Pub Date 25 Apr 74

Note—151p.; Related documents are ED 073 026, ED 087 651, and SO 006 830

EDRS Price MF-$0.75 HC-$7.80 PLUS POSTAGE

Descriptors—Comparative Analysis, Course Objectives, Curriculum Research, Data Analysis, Educational Needs, *Educational Research, *Educational Status Comparison, *Educational Trends, High School Curriculum, Instructional Materials, *Psychology, Secondary Education, *State Surveys, Student Characteristics, Surveys, Teacher Characteristics

Identifiers—*Florida

This study of pre-college psychology in Florida is presented to assist educators and researchers in their efforts to more fully describe and assess the development of pre-college psychology in general. It is divided into five sections: (1) An Introduction; (2) The 1970-71 Survey, including the questionnaire sent to Florida secondary schools, the data from the survey, and the report on the data; (3) The 1972-73 Survey, including the questionnaire, data, and report; (4) A Review of the Literature, pre-college psychology; and (5) A 228-Item Bibliography, pre-college psychology. For a discussion of the reports pertinent to each survey see ED 073 026, The 1970-71 Study of the Status of Pre-College Psychology in the State of Florida, and ED 087 651, The Status of Pre-College Psychology in the State of Florida During 1970-71 and 1971-72: A Comparative Report. (JH)

ED 096 210 SO 007 744

"Essential Africa" for the Twenty-First Century.

African-American Inst., New York, N.Y. School Services Div.

Pub Date [73]

Note—14p.; Seven pages of copyrighted materials, forming a part of this packet, have been removed; they are not included in the pagination

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*African Culture, Annotated Bibliographies, *Area Studies, *Cross Cultural Studies, *Developing Nations, Elementary Education, Instructional Materials, Interdisciplinary Approach, Learning Activities, Resource Materials, Secondary Education, *Social Studies

This resource packet provides a sample of free and inexpensive learning activities and materials on African culture for elementary and secondary grade students which are available from the African-American Institute. Learning activities entitled "Essential Africa for the Twenty-First Century" are designed to help pupils realize that Africans are people like themselves who deal with the same human delights and problems. A cross cultural approach is emphasized throughout whereby children are made aware of their own culture and way of life, after which new ideas and activities incorporating African material are introduced and transferred back to the study of American life. Brief units are provided on Kenya and the Ivory Coast, along with suggested resources for teaching about these areas. Listings of existing syllabi and other materials that deal with other areas and the continent in general are given. Resources available from the African-American Institute, School Services Division, 833 United National Plaza, New York, New York 10017, include a packet of case studies dealing with economic development and social change in Africa; an African youth magazine; resources for studying the energy crisis; and other materials such as stories, games, recipes and audiovisual materials. (Author/RM)

ED 096 211 SO 007 746

Slodkowski, Wladyslaw, Ed.

Selected Bibliography of Polish Educational Materials. Volume 12, Number 3, 1973.

National Center for Scientific, Technical and Economic Information, Warsaw (Poland). Foreign Scientific Publications Dept.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TT-73-54000-03

Pub Date 74

Note—81p.; Related Documents are ED 077 833, ED 093 792, and ED 093 793

EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE

Descriptors—Adult Education, *Annotated Bibliographies, *Comparative Education, Educational History, Educational Legislation, Educational Policy, *Educational Practice, Educational Problems, *Educational Research, Elementary Education, Higher Education, Laws, Preschool Education, Secondary Education, Social Sciences, Special Education

Identifiers—*Poland

The annotated bibliography cites Polish educational materials published from June to August 1973. Materials are arranged alphabetically by author within the following categories: (1) history of education; (2) laws and legislation; (3) general information on education; (4) social and educational sciences; (5) teacher's profession; and (6) schools and institutions (by types or level), preschool, primary, secondary, vocational, higher, adult, special. An index of authors and editors is included. (Author/RM)

ED 096 212 SO 007 747

Sexism in Education. Joint Task Force Report. 1972.

Pennsylvania State Board of Education, Harrisburg.

Pub Date 72

Note—73p.

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—Annotated Bibliographies, Cultural Pluralism, Curriculum Evaluation, *Educational Needs, Elementary Education, Ethnic Studies, *Feminism, Higher Education, Intergroup Education, *Minority Groups, Secondary Education, Sex Differences, *Sex Discrimination, Sex Role, Sex Stereotypes, Teacher Education, *Womens Studies

On July 15, 1971, the Pennsylvania Department of Education established a Joint Task Force to develop policies and programs which would eliminate sex discrimination in Pennsylvania schools. The following committees were established: (1) Women's Studies in Basic and Higher Education; (2) Guidance and Counseling; (3) Sex-Segregated Classes; (4) Sexism in Textbooks and Library Materials; (5) Basic Education Evaluation; (6) Teacher-Training; (7) Continuing Education for Women. This final report gives the concrete problems of sexism faced by each committee, the policy changes they recommend, and the programs they have developed to implement these policies. The appendix contains Programs Approval Guidelines for Intergroup Education. The guidelines include rationale, the various program components, the names and addresses of resource organizations and agencies, and a bibliography of bibliographies of minority and ethnic materials. (Author/RM)

ED 096 213 SO 007 748

Ellis, Dicki Lou And Others

Women's Work and Women's Studies, 1972.

Columbia Univ., New York, N.Y., Barnard Coll.; KNOW, Inc., Pittsburgh, Pa.

Pub Date 72

Note—251p.

Available from—KNOW, Inc., P.O. Box 86031, Pittsburgh, Pennsylvania 15221 ($5.25 paper copy, $8.50 hardbound)
Document Not Available from EDRS.
Descriptors—*Annotated Bibliographies, Bias, *Females, *Feminism, Organizations (Groups), Political Socialization, Research, Resource Materials, Sex (Characteristics), Sex Role, Stereotypes, *Womens Studies
Women's Work and Women's Studies is an annual interdisciplinary bibliography which includes scholarly research, both published and in progress, and lists women's activist groups, organizations, and projects. Its purpose is not only to provide a reference guide to studies on women but also to stimulate interaction between theoretical study and practical approaches. The bibliography offers a means of contact among scholars engaged in similar research, and highlights creative efforts of women to put the results of research into action. Beginning with this 1972 volume, the bibliography contains some international material and also includes a supplement to the previous year's edition. Items are arranged by author under the following categories: 1) Bodies; 2) Sex Role Socialization; 3) Status of Women: Consequences of Sex Role Socialization; 4) Changing the Status Quo; 5) History; 6) Literature and the Arts; and 7) Media. Some annotations are included. An appendix of bibliographical sources and an index of authors are included. (Author/RM)

ED 096 214 SO 007 752
Ho, C. L., Ed. Chu, S. K., Ed.
Teaching Urbanization in Secondary Schools.
Hong Kong Education Dept.
Pub Date 74
Note—54p.; Papers read at the Conference on Urban Geography for Secondary School Teachers (Hong Kong, 1973); Published by the Secondary Subject Committee for Geography (Hong Kong)
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—City Problems, *Comparative Education, Conference Reports, *Curriculum Development, Developing Nations, Educational Improvement, Geography Instruction, *Human Geography, Instructional Materials, Secondary Education, Simulation, Social Problems, Teaching Methods, *Urbanization, *Urban Studies
Identifiers—*High School Geography Project, Hong Kong
This publication contains papers read at the Conference on Urban Geography for Secondary School Teachers in Hong Kong, 1973, and experimental teaching materials on urban studies based on some of the ideas of the American High School Geography Project. The following papers are included: (1) "Teaching Urbanization" provides general information on new teaching developments; (2) "Urban Growth in Developing Countries" outlines the pattern of urban growth in developing countries in order to give a wider background to the study of urban growth and its associated problems in Hong Kong; and (3) "Urban Studies in Secondary School Geography" suggests concrete examples of the nature and scope of secondary urban studies in Hong Kong. The Teaching Urbanization Kit, which comprises one half of the publication, illustrates how some of the ideas of the American High School Geography Project could be adopted to local use. Objectives, procedure, teaching strategies, and materials for the kit are discussed. (Author/RM)

ED 096 215 SO 007 753
Student Bill of Rights and Responsibilities: Resource Book for Classroom Use.
Philadelphia School District, Pa.
Pub Date 71
Note—36p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Case Studies, *Civil Liberties, Curriculum Development, Debate, Due Process, Equal Protection, Freedom of Speech, *Law Instruction, Lesson Plans, Secondary Education, Simulation, *Social Studies, *Student Responsibility, *Student Rights, Student School Relationship, Teaching Methods
This publication includes lesson plans designed to help students and teachers explore students' rights and their corresponding responsibilities to others in the school and the community. Objectives are to demonstrate that an interrelationship exists between rights and responsibilities, that the freedom of expression inherent in the Student Bill of Rights and Responsibilities and the First Amendment to the U.S. Constitution is relative rather than absolute, and that freedom of expression is a primary concern of the Student Bill. Other aims are to explore the concept of due process; student attitudes and values as they relate to disruptive incidents that occur in school; and to study the balance which must be maintained between the enforcement of law and respect for the dignity of the individual. Teaching strategies include role playing, classroom discussion, debates, case studies, and slide shows. The publication includes five lesson plans which outline objectives, instructional strategies, classroom activities, a glossary of constitutional cases, and the Student Bill of Rights and Responsibilities. (Author/RM)

ED 096 216 SO 007 754
Scheurich, G. Michael, Ed.
Inquiry, A Project of the Wisconsin Bar Foundation. Vols. 1 and 2, Revised.
Wisconsin Bar Foundation, Madison.
Pub Date May 74
Note—144p.; Related document is ED 085 286
Available from—Wisconsin Bar Foundation, 402 W. Wilson Street, Madison, Wisconsin, 53703 ($8.00 per set)
Document Not Available from EDRS.
Descriptors—*American Government (Course), Consumer Education, Ecology, Government (Administrative Body), Instructional Materials, *Law Instruction, *Laws, Legal Problems, Resource Materials, Secondary Education, Short Courses, Student Rights, Teaching Techniques, Tests, Units of Study (Subject Fields)
Identifiers—*Bill of Rights
This new, revised edition of the Inquiry instructional materials is designed for use in teaching high school students about the U. S. laws and legal systems. The revised outlines, designed for instructors who have had legal training, are less technical and more informal, include new concepts and many current relevant topics, and de-emphasize lecture in favor of continuous interchange between instructor and student. Among the teaching strategies suggested are classroom visits by attorneys, mock trials, classroom discussion, and problem solving. The two volume publication consists of the following four mini courses: (1) Practical Legal Problems; (2) Legal and Governmental System; (3) The Bill of Rights--Civil Liberties; and (4) The Bill of Rights--Criminal Protection. Goals, background reading, sample and specific problems for discussion, scripts for roles in mock trials, outside reading, and supplementary materials are provided for each mini-course. Three mock trials are included. (Author/RM)

ED 096 217 SO 007 755
Johnson, Donald
Levels of Conceptualization in the Teaching of Asian Studies in Schools. Service Center Papers on Asian Studies, No. 4.
Association for Asian Studies, Columbus, Ohio. Service Center for Teachers of Asian Studies.
Pub Date Jun 72
Note—21p.; Paper presented at the Annual Meeting of the Association for Asian Studies (New York City, March 1972)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Area Studies, *Asian Studies, Concept Formation, Cross Cultural Studies, Cultural Images, *Ethnocentrism, *Evaluation Criteria, Models, *Non Western Civilization, Stereotypes, *Teaching Techniques
Identifiers—Consciousness Raising
Wide variation in approaches to teaching about Asia in the schools suggests a need for categorizing those approaches so that a teacher might see his approach in some relationship with others of differing persuasions. The following evolutionary levels of conceptualization are suggested; Asia as (1) a setting for Western history, where Western events take place under foreign and exotic skies; (2) a problem in American foreign policy, recognized because of its potential effect on our lives; (3) a Westernzing area, as opposed to stereotyped concepts of the exotic and impoverished East; (4) comprised of our brothers, or the "we are all human approach"; (5) studied with the comparative social science process approach to country; (6) an area with cultural uniqueness; (7) a region with forms, patterns, and outlooks to be ingested into our own system of thought and behavior. An evolutionary framework--from non-recognition of Asia to acceptance on Western terms and finally to learning how to think from an Asian point of view--allows the teacher to take himself and his students from one level to the next, starting from whichever level is appropriate. Viewed as a process of consciousness raising, teaching about Asia provides room for growth for both student and teacher. (JH)

ED 096 218 SO 007 756
Barendsen, Robert D.
The Educational Revolution in China.
Institute of International Studies (DHEW/OE), Washington, D.C.
Report No—DHEW-OE-73-19102
Pub Date 73
Note—55p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 1780-01228, $0.65)
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Change Strategies, *Comparative Education, Developing Nations, *Educational Change, *Educational Development, *Educational History, Educational Objectives, Program Descriptions, *Revolution
Identifiers—*China
A natural interest in learning more about education in the People's Republic of China has grown out of the reestablishment of relationships between the United States and mainland China. This study, one of a series to help inform the American educational community about significant educational developments in other countries, provides basic background information to understanding recent developments in the educational system of mainland China. Based mainly on primary source material, the study summarizes the course of the educational revolution which was initiated in China in the spring of 1966 and provides a succinct analysis of the impact of this wide ranging upheaval on the organization and conduct of the educational enterprise in that country. Data on the number of higher education institutions of various types and universities within the Peoples Republic of China are appended. (Author/KSM)

ED 096 219 SO 007 757
Robinson, Donald W., Ed.
Verdict on America. Readings from Textbooks of Other Countries.
Pub Date 74
Note—145p.
Available from—Houghton Mifflin Company, 110 Tremont Street, Boston, Massachusetts 02107 ($2.56)
Document Not Available from EDRS.
Descriptors—*American Culture, Attitudes, *Content Analysis, Cultural Differences, *Cultural Images, Cultural Interrelationships, *Foreign Countries, Secondary Grades, Sociocultural Patterns, *Textbook Bias, Textbook Content
Identifiers—*National Image
A study of the treatment of contemporary America in textbooks of other countries reveals the impressions gained by secondary school students in those countries from textbook reading and discloses ways in which these books mention American character, culture, and institutions. Passages selected from secondary level textbooks of 19 countries in various parts of the world are presented with brief comment and analysis. Selections are grouped in chapters entitled The American Way of Life, Cities and Their Problems, Minorities, The Political Process, The American Dollar at Home, The American Dollar Abroad, Peace and War, and The American Character. While not to be considered a definitive sample of attitudes toward the United States held by the rest of the world, the collection does present a wide spectrum of views of modern America and points out differences as an aid to careful and critical thought about American problems. (Author/KSM)

ED 096 220 SO 007 761
Gunn, Angus M.
The Role of the High School Geography Project in Geographic Education Reform Worldwide.
Pub Date 74

Note—5p.; Illustrations mentioned in the text do not accompany the document; A related document is ED 068 374

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Cognitive Objectives, *Comparative Education, *Curriculum Development, *Educational Innovation, *Geography Instruction, Global Approach, Inquiry Training, Process Education, Relevance (Education), *Teaching Techniques, Values

Identifiers—*High School Geography Project, HSGP

This paper outlines some of the values that make the High School Geography Project (HSGP) useful in other cultural settings, describes some of the current developments in other countries, and illustrates the utility of the project by following one activity through four "-transformations." Most countries fall into one of three categories of trends in geographic education: (1) those updating the content of traditional courses, (2) concerned with the reform of teaching methods within traditional frameworks, and (3) concerned with improved methods and new course structure for mass education. The six distinctive teaching approaches used in HSGP--openers, concept developers, skill development, simulations, inquiry techniques, valuing processes--have their maximum utility in the third category of countries. Simulations produced in West Germany, Israel, Brazil, and Hong Kong acknowledge the Portsville game from HSGP as the source of their ideas. The obvious utility in other countries of the HSGP teaching approaches suggests that a future direction for geographic education lies in a concrete "place" component. (Author/JH)

ED 096 221 SO 007 762

Dunfee, Maxine, Ed.

Eliminating Ethnic Bias in Instructional Materials: Comment and Bibliography.

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 74

Note—58p.

Available from—Association for Supervision and Curriculum Development, 1707 K Street, N. W., Suite 1100, Washington, D. C. 20007 ($3.25)

EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Bias, Bibliographies, *Cultural Pluralism, Discriminatory Attitudes (Social), Educational Change, *Ethnic Stereotypes, *Ethnocentrism, Evaluation Criteria, Instructional Materials, Resource Materials, Selection, *Textbook Bias

This is the third edition of a bibliography prepared in response to concern over inaccurate and inadequate representation of ethnic groups in instructional material. It is divided into four sections with commentary preceding the listings of books and journal articles pertinent to particular topics. In the first section, A Rationale for a Pluralistic Society, the commentary traces historic concerns for Americanizing the citizenry and makes a plea for recognizing that cultural pluralism is indeed desirable. Part 2, Evidence of Ethnic Bias in Instructional Materials, describes and documents the evidence of such bias. Part 3, Efforts to Change, includes an essay describing proposed solutions, projects, and programs and an indicative rather than comprehensive documentation of such efforts. The fourth part, Resources for Educators, includes comments on a wide variety of information sources from bibliographies selected for children to provide background which will help teachers sharpen their understanding of our cultural diversity. The fifth and final section, Evaluation Your Textbooks for Racism, Sexism, contains a practical guide for evaluation of instructional materials with reference to racism and sexism. (JH)

ED 096 222 SO 007 763

Fisher, Harwood, Ed.

Developments in High School Psychology. High School Behavioral Science Series, Vol. 1.

Pub Date 74

Note—292p.

Available from—Behavioral Publications, 72 Fifth Avenue, New York, New York 10011 ($12.95)

Document Not Available from EDRS.

Descriptors—*Behavioral Sciences, Classroom Communication, Conference Reports, Curriculum, *Educational Needs, Educational Objectives, Educational Problems, *Educational Trends, Programs, *Psychology, Secondary Education, *Social Sciences, Teacher Education

This book presents an overview of the status and issues in the teaching of psychology at the secondary level. The book is divided into two major sections. Section 1, Problems and Issues in High School Psychology, discusses the need for the subject psychology, its educational objectives, and its current status. Section 2, Proceedings of Conferences on High School Psychology, is comprised of the proceedings of the City College Seminar on the teaching of high school psychology (1971), and the Symposium on Problems in High School Psychology held at City College of New York (1972). Discussed in this section are psychology curriculum, communication with student teacher training, issues in certification, and funded programs. (Author/RM)

ED 096 223 SO 007 764

Beitz, Charles R., Ed. And Others

Peace Studies: College Courses on Peace and World Order.

Institute for World Order, New York, N.Y.

Pub Date May 73

Note—151p.

Available from—Institute for World Order, 1140 Avenue of the Americas, New York, New York 10036 ($2.00 per single copy; $1.50 for bulk orders of 10 or more)

EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Bibliographies, *Conflict, Course Descriptions, Curriculum Guides, Disarmament, Foreign Relations, Futures (of Society), Global Approach, Higher Education, *Peace, Resource Materials, Revolution, Social Change, *Social Sciences, *War, *World Affairs

The publication describes 30 college courses on peace and world order. The purpose is to provide a shared conception of the substantive concerns of peace studies, of the methodological tools available for peace research, and of the potential role of peace education in the formation of a more normative social science worldview. Courses described treat one of the following seven topics: (1) Conflict, Revolution, and Peace; (2) World Order; (3) World Politics; (4) The Third World: Perspectives on Development and Justice; (5) Looking Toward the Future; (6) Social Criticism and Individual Change; and (7) the United States Context. Bibliographies of resource materials are included with each course description. (Author/RM)

ED 096 224 SO 007 765

Scardina, Florence

Sexism in Textbooks in Pittsburgh Public Schools, Grades K-5.

KNOW, Inc., Pittsburgh, Pa.

Pub Date [72]

Note—20p.

Available from—Know, Inc., P. O. Box 86031, Pittsburgh, Pennsylvania 15221 ($1.10)

EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Educational Needs, Elementary Education, Females, *Feminism, Kindergarten, Language, Males, Mathematics, Reading, Science Curriculum, *Sex Discrimination, Sex Role, Social Studies, Textbook Bias, *Textbook Evaluation, *Womens Studies

Thirty-six textbooks used by the Pittsburgh public schools at grade levels K-5 were reviewed to see how they treat girls vs. boys and men vs. women. Language, reading, science, social studies, and mathematics texts were evaluated. Blatant sexism is found in all areas. Different ideas of behavior and mores are propagated for boys than for girls; words and pictures imply that men act in radically different ways from women, and that this difference is normal, natural, and socially valuable; males are encouraged to acquire a wide variety of skills and achievements, while the energy of the female population is directed into the kitchen and obstetrics ward. Among the recommendations are the following: (1) textbook departments and committees should pressure textbook publishers and demand meaningful constructive inclusion of more females as soon as possible; (2) librarians and teachers should be provided with bibliographies that include books presenting girls or women in a favorable manner; (3) libraries should be provided with as many books of this type as possible, and teachers should be urged to have all pupils read them, not just girls. A list of the books evaluated is included. (Author/RM)

ED 096 225 SO 007 767

Burnett, Jaquetta H. And Others

Anthropology and Education: An Annotated Bibliographic Guide.

Council on Anthropology and Education, Washington, D.C.

Spons Agency—Illinois Univ., Urbana. Bureau of Educational Research.; National Academy of Education, Washington, D.C.

Pub Date 74

Note—159p.

Available from—Human Relations Area Files, Inc., 2054 Yale Station, New Haven, Connecticut 06520 ($3.50)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Comparative Education, Culture, *Educational Anthropology, Educational History, Educational Research, Ethnology, Nonformal Education, Reference Materials, Resources

References in this annotated bibliography concentrate on anthropological research concerning formal and informal education. The bibliography is selective, and the criteria are guided primarily by four questions: What basic concepts oriented the writer? What was done? How was it done? What was the disciplinary, or cultural, identity of the person who did the work? References from the field of comparative education which have been included emphasize culture concepts in their theoretical frameworks and ethnographic or naturalistic research methodologies. Many references from the early decade of the century, pointing out that education and culture transmission have a long history of interest for ethnographers, are included. The arrangement of the bibliography is alphabetical by author. An addendum includes items not provided in the body of the bibliography for reasons of lack of information, inaccessibility, publication status, or late arrival. (Author/KSM)

ED 096 226 SO 007 768

Craig, Eleanor D. O'Neill, James B.

Effective Learning and Favorable Attitudes in a College Economics Course. Innovation in Teaching Series No. 731.

Delaware Univ., Newark. School of Business and Economics.

Pub Date 73

Note—28p.; Paper presented at the Atlantic Economic Conference (Fall 1973)

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*Affective Objectives, *Autoinstructional Programs, Concept Teaching, Current Events, *Economic Education, *Educational Alternatives, Educational Research, Higher Education, Learning Processes, *Relevance (Education), Student Attitudes

A course in macro economics, designed to teach economic concepts and to improve student attitudes toward the discipline, is described. It is divided into 10 weeks of core study, using a self-instructional package, and 4 weeks for student options. Objectives of the core study are application of economic concepts to current events, feedback through regular testing, individual consultation, optional "work" sessions, and team teaching from the two instructors. Activities include case studies, a macro game analysis, and analysis of newspaper articles. The 4 weeks of individual options include tutorial sessions, an enrichment course complementary to the core materials, a seminar on wage-price controls, and individual projects related to a student's major interest. Research analysis of the course focuses on the relationship between student attitudes, cognitive success, and various student characteristics. Students perform well on all types of tests and feel that they learn a great deal. The teacher's role is significantly different but very satisfying. Tables of research data are included and an attitudinal questionnaire appended. (JH)

ED 096 227 SO 007 769

Linsell, Janice

A Peace Education Unit for the Kindergarten Child.

Wayne State Univ., Detroit, Mich. Center for Teaching About Peace and War.

Note—16p.; SO 007 770 is a related document

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Childhood Needs, *Conflict Resolution, *Cultural Awareness, *Global Approach, Instructional Materials, Kindergarten, *Peace, Social Behavior, Social Values, Teaching Techniques, Thematic Approach
Identifiers—Interdependence
To educate children toward peace and a productive resolution of conflict instead toward inurement to war and violence the following goals are set forth: developing a respect for all life; recognizing and respecting cultural and social differences among individuals; solving problems of socialization; developing a concept of world citizenship; stimulating parents to adopt a philosophy of peace education; and developing in children the freedom to think critically and learn humanistically. A unit for inculcating these goals in kindergarten children focuses on the concepts of interdependence and conflict resolution. Activities and resources aimed at developing self-confidence and a sense of self-worth and acceptance are coordinated with these concepts. Included are lists of books, films, records, and other instructional materials. (JH)

ED 096 228 SO 007 770
Hadjisky, Maryellen G., Ed. Stroll, Florence B., Ed.
Peace Education in the Pre-School Years: A Mental Health Approach. Pre-School Project.
Wayne State Univ., Detroit, Mich. Center for Teaching About Peace and War.
Pub Date 72
Note—24p.; "We Teach our Kids Violence," an article from The Detroit Free Press was removed in compliance with copyright regulations; SO 007 769 is a related document
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Conflict, Early Childhood Education, *Mental Health, *Peace, Preschool Education, Program Descriptions, Research, Resource Materials, *War, Workshops
The Center for Teaching about Peace and War at Wayne State University, Detroit, Michigan, was established to further new approaches for the study of peace and war on all educational levels and to collect and disseminate information on the subject. The Pre-School Project, which marks the Centers' beginning effort in the mental health disciplines, is based on the conviction that deep feelings about aggressive impulses and characteristic ways of dealing with conflict are learned in early childhood. The Pre-School Project and the programs it offers parents, teachers, and students are described in this publication. Excerpts of speeches given at workshops initiated by the project comprise a major portion of the booklet. (Author/RM)

ED 096 229 SO 007 771
Hadjisky, Maryellen G., Comp.
Peace Education in the Primary Grades: The Young World Citizen. A Bibliography and Sample Activities, K-3.
Wayne State Univ., Detroit, Mich. Center for Teaching About Peace and War.
Pub Date 73
Note—19p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Aggression, *Annotated Bibliographies, Bias, Bibliographies, Class Activities, Conflict, Elementary Education, *Global Approach, *Human Relations, Instructional Materials, Kindergarten, *Peace, Questioning Techniques, Resource Materials, Social Sciences, *Social Studies, War
This annotated bibliography of print and nonprint materials and sample classroom activities for use at levels K-3 is intended to help teachers find creative ways to implement practical programs in peace education for young children. The periodicals, books, audiovisuals, records, and games cited in the bibliography date from the 1960's and 1970's and include resources for the teacher. The bibliography, which comprises the major portion of the publication, is divided into the following three sections: (1) The Young Citizen in Family and School, (2) The Young Citizen in Community and Country, and (3) The Young Citizen in Our World. Instructions for the following classroom activities are included: (1) Understanding Aggression, (2) Color Discrimination, (3) Visitors to the Classroom, and (4) A World Holiday. (Author/RM)

ED 096 230 SO 007 774
Krueger, Reynold J.
An Investigation of Personality and Music Teaching Success. Final Report.
Spons Agency—Office of Education (DHEW), Washington, D.C. Regional Research Program.
Bureau No—BR-2-E-015
Pub Date May 74
Grant—OEG-5-72-0019(509)
Note—435p.
EDRS Price MF-$0.75 HC-$21.00 PLUS POSTAGE
Descriptors—College Students, Educational Research, Education Majors, Effective Teaching, *Music Education, *Music Teachers, *Occupational Guidance, Performance Factors, *Personality Assessment, *Success Factors, Teacher Motivation, Teacher Rating, Vocational Counseling
The purpose of the study was to investigate the relationships between personality and motivational variables and music teaching success criteria. The success criteria investigated were class mean residual gain scores of pupils and teacher ratings by pupils, building principals, supervisors, peers, and teachers themselves. The problems considered in the study were the relationships among the success criteria; the relationships and interrelationships of the personality variables and motivational variables; personality profiles for successful and unsuccessful male and female music educators; and the implications of the use of personality measures for counseling and advising undergraduate music education students. The subjects of the study were 209 music educators and 73 music student teachers. The report of the study includes chapters stating the problem; surveying the related literature; describing procedures and analysis of data; summarizing the findings, which strongly related personality and motivational factors to music teaching success; and making recommendations. A bibliography and various appendixes of participating school districts, correspondence, and forms used in the study complete the report. (JH)

ED 096 231 SO 007 778
Books on Women in History; A Selected Listing.
Texas Education Agency, Austin. Div. of Program Development.
Pub Date 73
Note—12p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Annotated Bibliographies, Instructional Materials, *Minority Role, Resource Materials, Secondary Education, *United States History, *Womens Studies
This annotated bibliography lists books on the roles and contributions of women in United States history for secondary level students and teachers. Most books cited date in the 1970's, with a few published in the 1960's. Books listed under the Books for Students section, which comprises the largest portion of the bibliography, may be used as general references or as supplementary references for United States history courses. Books and materials listed under the Instructional Materials for Teachers section may be used to provide background information for teachers or for various instructional approaches to teaching about women in the history of the United States. All entries are by author. A Directory of Publishers is included. (Author/RM)

ED 096 232 SO 007 779
Experiences in Inquiry: HSGP [High School Geography Project] and SRSS [Sociological Resources for the Social Studies].
American Sociological Association, Washington, D.C.; Association of American Geographers, Washington, D.C.; High School Geography Project, Boulder, Colo.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 74
Note—267p.
Available from—Allyn and Bacon, 470 Atlantic Avenue, Boston, Massachusetts 02210 ($11.95)
Document Not Available from EDRS.
Descriptors—Demonstrations (Educational), Evaluation Methods, *Geography, Higher Education, *Inquiry Training, Instructional Materials, Objectives, Preservice Education, Questioning Techniques, *Social Studies, *Sociology, *Teacher Education, Teacher Workshops, Teaching Methods
Identifiers—*High School Geography Project, Sociological Resources for the Social Studies
The book contains samples of the curriculum materials produced by the High School Geography Project (HSGP) and the Sociological Resources for the Social Studies Project (SRSS) to be used in training preservice and inservice secondary teachers in inquiry methods of instruction. The authors believe that learning occurs through active involvement. The 12 teaching activities selected from HSGP and SRSS are designed so that teachers can actually participate in each. The activities can be conducted as teaching demonstrations. The book is organized into four parts: (1) Introduction, (2) Participant Materials, (3) Instructor's Guide, and (4) Evaluation. The brief introduction explains how to use the book and discusses advantages and disadvantages of national curriculum projects. Part 2 contains the 12 activities that participants will experience. Part 3 presents detailed information on how each activity is to be carried out. Participant objectives, content objectives, information on how to analyze each activity, and suggestions for applying the new learnings are also included. Part 4 explores evaluation procedures appropriate for use with these and other social studies curriculum materials. An index is provided. (Author/RM)

ED 096 233 SO 007 780
Magnusen, Etta Wetzel, Jodi
Introducing High School Students to the Women's Movement; A Directed Study Project for Undergraduates.
Minnesota Univ., Minneapolis. Minnesota Women's Center.
Pub Date 73
Note—17p.; Report of a project cosponsored by the University of Minnesota Living-Learning Center
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Course Descriptions, Course Evaluation, Course Objectives, Course Organization, *Curriculum Development, *Educational Innovation, *Feminism, Higher Education, Resource Materials, Secondary Education, Student Projects, *Womens Studies
The on-going project, first initiated at the University of Minnesota in the spring of 1973, has two objectives: (1) to provide interested undergraduate women at the university with research and development training in Women's Studies; and (2) to provide metropolitan area high schools with information and education regarding the women's movement. College students enrolled in this two-quarter course spend the first quarter preparing informative presentations on the women's movement. During the second quarter the students go into local high schools and deliver the presentations. This report describes the project and offers hints to others who may be interested in developing a similar course. The following are discussed: (1) project background; (2) hints for preparing to offer a women's studies course; and (3) course curriculum, requirements, and objectives. A project sample syllabus is included. The appendixes contain samples of advertisements used by the project, a news release, a letter to high school administrators explaining the project, a proposal form outline, course evaluation form, and a course bibliography. (Author/RM)

ED 096 234 SO 007 781
Dawson, George G., Ed.
Government and the Economy. A Resource Unit for Grades 7, 8, and 9.
Joint Council on Economic Education, New York, N.Y.
Pub Date 74
Note—31p.
Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 ($2.50 paper, 20 percent discount on 10 or more copies)
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—*American Government (Course), Bibliographies, Civics, Class Activities, Economic Education, *Economics, Evaluation, *Government (Administrative Body), Grade 7, Grade 8, Grade 9, Inquiry Training, Instructional Innovation, *Interdisciplinary Approach, Resource Materials, Resource Units, *Social Sciences, Social Studies, Teaching Methods
Identifiers—Kazanjian Foundation Awards

Recent studies have revealed an appalling lack of knowledge on the part of our nation's youth about government and economics and the important relationship between the two. This guide offers the teacher of grades 7, 8, and 9 ideas on how to teach economics. Teaching units of any length as well as daily lesson plans can be constructed from the guide's suggested class activities, most of which are from the Calvin K. Kazanjian Foundation's Awards Program for the Teaching of Economics. The unit's major goal is to help students understand the vital role that government at all levels plays in the economy, how their various governmental units function, and what economic principles apply in important issues. Teaching strategies suggested include use of audiovisuals, questioning techniques, classroom discussion, community studies, field studies, field trips, simulations, and games. The guide contains the following: (1) 10 initiatory activities with which to arouse pupil interests, (2) 40 developmental activities to be used to develop the ideas introduced during the initiatory phase, (3) five culminating activities with which to conclude the unit, (4) evaluation techniques, and (5) a bibliography of print and nonprint student resource and reference materials. (Author/RM)

ED 096 235 SO 007 783

Instructional Activities Series. Elementary and Secondary Sections.

National Council for Geographic Education.

Pub Date [74]

Note—160p.; Materials described in the abstract are available only from the National Council for Geographic Education

Available from—National Council for Geographic Education, 115 North Marion Street, Oak Park, Illinois 60301 ($0.50 per single activity title, unless otherwise indicated)

Document Not Available from EDRS.

Descriptors—Case Studies, *Development, Economic Development, Elementary Grades, Environment, *Geographic Concepts, *Geography Instruction, Inquiry Training, *Land Use, *Learning Activities, Maps, Population Trends, Secondary Grades, Simulation

Twenty teacher-developed elementary and secondary instructional activities on geography-related topics are available in a single activity, loose-leaf format as an on-going series. Simulations, role playing, mapping, group discussion, experiential learning, and field excursions are some of the instructional approaches. Materials include case studies, games, descriptive information, maps, graphs, and pictures. Topics covered emphasize student inquiry into current problems such as land use, development, pollution, and population. Among the titles for elementary grades are "Who Should Have the Neighborhood?"; "Moscow, Blueprint for a City"; and "Economic and Social Diversity Within the Urban Setting." Secondary grade materials include "What is All This Dam Foolishness?"; "Regional Planning: Focus on the Toronto-Centered Plan"; and "Game Playing with a Bite!" Write the National Council for Geographic Education for a complete list of titles. (JH)

ED 096 236 SO 007 784

A Guide to Selected Curriculum Materials on Interdependence, Conflict, and Change: Teacher Comments on Classroom Use and Implementation.

Denver Univ., Colo. Center for Teaching International Relations.; New York Friends Group, Inc., New York. Center for War/Peace Studies.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date 73

Note—242p.

EDRS Price MF-$0.75 HC-$11.40 PLUS POSTAGE

Descriptors—Authoritarianism, *Conflict, *Curriculum Evaluation, Dissent, History, Instructional Materials, Interdisciplinary Approach, Intermediate Grades, *Media Selection, Secondary Grades, Self Concept, *Social Change, Social Sciences, *Social Studies Units, Teacher Developed Materials, Textbook Evaluation, Thematic Approach, Values

Identifiers—*Interdependence, Power

The purpose of this compilation of teacher-developed descriptive evaluations of curriculum materials is to provide practical guidance to available materials dealing with the selected themes of interdependence, conflict, and change. Each of six conceptual units presented on change, conflict, identity, interdependence, power and authority, and values and valuing, contains introductory information to all the materials analyzed, indexing them by conceptual units, topics/techniques, typical courses into which they might be categorized, and grade level. The bulk of each unit is made up of edited versions of the descriptive teacher evaluations. Bibliographic and cost information for each curriculum title are provided along with information on the circumstances under which the materials were used, the grade level, teaching time, and preparation time required. Comments on content, focus, key concepts, goals, helpful supplementary materials, required student abilities, motivation associated with the use of the materials, and additional insights complete each description. (JH)

ED 096 237 SO 007 786

Hopkins, Frank Snowden

Some Major Issues of the International Future.

World Future Society, Washington, D. C.

Pub Date 5 Mar 74

Note—21p.

Available from—World Future Society, P.O. Box 30369 (Bethesda Branch), Washington, D.C. 20014 (The Futurist $2.00 per issue)

Document Not Available from EDRS.

Descriptors—Economics, Educational Trends, Food, *Foreign Relations, *Futures (of Society), *Global Approach, Pollution, Population Growth, Social Change, Trend Analysis, Values, *World Affairs, *World Problems

Mankind's problems, which tend to be global in nature and extent, need global solutions. This paper lists and elaborates on a number of these global problems. No solutions are given. The first part of the paper presents background information on the following issues with which the world's governments will be dealing in the next quarter century: (1) the population problem, (2) the food problem, (3) the world economic outlook, (4) the world educational crisis, (5) the problem of environmental pollution, and (6) some political issues. In the second half of the paper the author discusses the future prospects of the United States, the Soviet Union, Japan, China, and Western Europe and comments on how each of these powers will deal with these global problems. The author's conclusion is that the world future will not be resolved by governments unless and until there is an informed and generally aroused world public opinion. He believes that the citizens of the United States must take the lead in thinking through world problems and in promoting responsible discussion of actions. (Author/RM)

ED 096 238 SO 007 787

Gross, Richard E.

Social Studies Essentials in an Era of Doubt.

Pub Date 74

Note—19p.; Drawn on a speech given to the Midwest Regional Conference of the National Council for the Social Studies (Milwaukee, Wisconsin, April 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Curriculum Development, Environmental Education, *Futures (of Society), Global Approach, Humanistic Education, Inquiry Training, Interdisciplinary Approach, Peace, Population Education, *Relevance (Education), Social Action, *Social Studies, *World Problems

An analysis of factors contributing to socio-civic deterioration suggests a framework for emphasis in social studies instruction that teachers may use to take a positive step toward the improvement and maintenance of civilized society. These factors include social rigidity rather than change; overreach and overexpansion leading to exhaustion of people and resources; national security as an excuse for self-interest and greed; personal alienation and loss of common loyalties; and erosion of moral values. A liberating education addressing these factors and centering in social studies, but characterizing an entire school, should include: (1) training in learning how to learn; (2) content devoted to human and self-understanding; (3) involvement of students in cultural and social goals; (4) population education; (5) environmental education; (6) peace education; (7) familiarity and involvement in political and social action; (8) an interdisciplinary approach; (9) future studies; and (10) a global orientation. Effecting such a curriculum requires that teachers replace old frameworks and rely on a constructive approach. (JH)

ED 096 239 SO 007 788

Knos, Duane S. Lindberg, James B.

[The Teaching and Learning in Graduate Geography Project.]

Clark Univ., Worcester, Mass.; Illinois Univ., Urbana.; Iowa Univ., Iowa City.

Pub Date 73

Note—11p.; Papers presented at the Annual Meeting of the National Council for Geographic Education (59th, Washington, D.C., November 1973); SO 007 792 is a related document

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*College Instruction, Effective Teaching, Geography, *Geography Instruction, Graduate Students, *Graduate Study, Higher Education, Learning Processes, Practicums, Professional Training, *Teaching Assistants, *Teaching Programs, Teaching Skills

Teaching and Learning in Graduate Geography (TLGG) projects are described in three presentations from participating universities--the University of Iowa, University of Illinois, and The Clark Teaching and Learning Project. Iowa's TLGG Pilot Project provides instruction and controlled clinical experience in college teaching for graduate students and includes a conference/retreat, a two semester seminar on college geography teaching, and clinical use of the experience of being a teaching assistant. Illinois's Teaching Preparation for Doctoral Students is part of an aim to strengthen preparation for teaching yet maintain intensive research training in geography. It consists of an orientation, a seminar on teaching skills, individual projects in teaching and materials development, informal discussion on teaching problems, and a seminar in higher education. The Clark Teaching and Learning in Graduate Geography Project views teaching and research as the same process looked at from different points of view. It includes a module entitled Geographic Ways of Knowing, a module dealing with teaching strategies, and a practicum. Assessment of all the programs will be directly related to the follow-up experience of the various participants. (JH)

ED 096 240 SO 007 792

Teaching Preparation Program (TPP).

California Univ., Los Angeles. Dept. of Geography.

Note—12p.; Paper presented at the Annual Meeting of the National Council for Geographic Education (59th, Washington, D.C., November 1973); SO 007 788 is a related document

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*College Instruction, Effective Teaching, *Geography Instruction, Graduate Students, *Graduate Study, Higher Education, Practicums, *Professional Training, *Teaching Programs, Teaching Skills

Because most graduate geography students will engage in professional teaching activities, the Teaching Preparation Program of UCLA's department of geography is viewed as an important part of graduate training. The program, co-directed by a graduate student and faculty member, is available to all graduate students on a voluntary basis and consists of three levels of training over a 3-year period. Training may be entered at any level with financial support provided to all participants not receiving support as teaching assistants; credit is offered but does not count toward degree requirements. The first level of training consists of methods, problems, and theory of instruction with observation and assistance to second level trainees who teach laboratory and discussion sections for lower-division geography courses. At the third level trainees participate in team-teaching with a faculty member or teach as an independently supervised intern at a local college. The benefits to undergraduates, graduate students, and faculty in better trained instructors and greater student/instructor contact are obvious. A prospectus of activities and resources for the 1973 program are included. (JH)

ED 096 241 SO 007 793
Craigie, James
A Bibliography of Scottish Education, 1872-1972. Publications of the Scottish Council for Research in Education 65.
Pub Date 74
Note—279p.
Available from—University of London Press Ltd., St. Paul's House, Warwick Lane, London EC4 ($15.50/6 pounds 50 pence U.K.)
Document Not Available from EDRS.
Descriptors—Bibliographies, *Comparative Education, Curriculum, Educational Administration, *Educational History, Educational Legislation, *Educational Policy, Educational Research, Governance, Higher Education, Schools, Teachers
Identifiers—*Scotland
This bibliography from the Scottish Council for Research in Education continues the 1970 publication of "A Bibliography of Scottish Education before 1872," by the same author. The date 1872 marks the passing of the Education (Scotland) Act. Documents entered by author or organization are books, journal articles, and government publications; unpublished papers from various professional organizations and records from local and national administrative authorities are not included. All of the items are available in one of several collections keyed to each entry or in the National Library of Scotland. The bibliography is divided into four parts: (1) reference works and periodicals; (2) Parliamentary documents and acts; (3) the educational process subdivided into specific topics, such as curriculum, research, reform, the Board of Education for Scotland, administration and organization, local history, school discipline, and teachers; and (4) higher education. This volume is indexed by writer, subject, and place. An appendix carries additions to the volume on Scottish education before 1872. (JH)

ED 096 242 SO 007 799
Diffusion Strategies in High School Geography.
Pub Date 74
Note—58p.
Available from—The Indiana Social Studies Quarterly, Ball State University, Muncie, Indiana ($2.00 per single copy)
Journal Cit—The Indiana Social Studies Quarterly; v27 n1 Spring 1974
Document Not Available from EDRS.
Descriptors—*Curriculum Development, *Diffusion, *Educational Change, Geography, *Geography Instruction, Information Dissemination, Inquiry Training, Inservice Education, Secondary Education, *Social Sciences, Teacher Education, Teaching Methods
Identifiers—*High School Geography Project
This issue of the Indiana Social Studies Quarterly on the High School Geography Project focuses on efforts which have been made nationally to have the project diffused and utilized by teachers. The following articles are included: (1) Second Thoughts About the High School Geography Project by Nicholas Helburn, Project Director; (2) Dissemination of New Approaches to Content and Instruction: The High School Geography Project by Robert W. Richburg and Ronald J. B. Carswell; (3) The Resource Personnel Workshop as a High School Geography Project Diffusion Mechanism by George Vuicich; (4) A Teacher-Oriented Strategy for Implementing the High School Geography Project by Joseph M. Cirrincione; and (5) Learning from In-Service Teacher Education via Curriculum Development by A. David Hill, James C. DeBell, and Robert W. Richburg. (Author/RM)

SP

ED 096 243 95 SP 008 216
Pasch, Marvin
Programmatic Development of In-Service Teacher Education.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date Sep 74
Note—19p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Inservice Teacher Education, Teacher Centers, Teacher Workshops
A "programmatic concept" of in-service education is suggested. In-service activity congruent with the concept must emerge from an operational complex which has demonstrated the capability to create and/or diffuse instructional programs targetted to a group of teachers with particular needs. Three approaches which fit the criterion rule are described: (a) in-service education as a programmatic activity of teacher education centers, (b) in-service education as a product of specialized instructional and curriculum product/training centers, and (c) in-service education as disseminated through specialized workshops. Examples which fit each of the three approaches are presented. A 29-item annotated bibliography is included. (JA)

ED 096 244 SP 008 359
Trueblood, Cecil R. Shrigley, Robert L.
A Model for Organizing a Pre-Student Teachiag Field Experience for Elementary Education Majors.
Pennsylvania State Univ., University Park. Coll. of Education.
Note—20p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Education Majors, *Elementary Grades, *Field Experience Programs, Observational Learning, *Program Evaluation, Public School Teachers, Small Group Instruction, *Surveys, Teaching Techniques
This report summarizes the results of a pre-student teaching field experience for elementary education majors at Pennsylvania State University. A program was organized in which public school teachers agreed to work with students to provide on-the-spot tutorial instruction regarding the teaching technique they employed, to provide the opportunity for students to collect data for discussion in their methods courses, and to give some opportunity for the college student to direct small-group instruction in science, mathematics, and other areas. This paper, based on a question-answer format, answers questions in the areas of program organization and administration and organization of guidance units. The results of an opinionnaire designed to evaluate the field experiences are discussed and presented in six tables, and 11 concluding statements are listed. A four-item bibliography is included. (PD)

ED 096 245 95 SP 008 369
McAdoo, Harriette P. McAdoo, John L.
Urban Educational Researchers Training Institute. Final Report.
Howard Univ., Washington, D.C. School of Social Work.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Pub Date Jan 74
Grant—OEG-0-72-2471
Note—45p.; Appendixes A-D not included
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Educational Research, *Inservice Education, *Institutes (Training Programs), *Models, Research Design, Research Methodology, Research Skills, *School Personnel, Workshops
Identifiers—*Howard University
The Urban Educational Researchers' Training Institute (UERTI) was designed to train school personnel in the process of educational research, design, evaluation, and dissemination. Its objectives were: (a) to test an inservice training model in educational research and evaluation, (b) to provide intensive research experiences for persons employed in school systems in urban communities and in college programs that offer supportive skills for low-income students, and (c) to act as a stimulus in building research training capacities in a predominantly black univeristy. Participants in the training institute wer chosen to represent diverse ethnic and cultural groups in our society. The model consisted of three components: (a) the use of the trainees' local data as a vehicle for inservice research training in design, data processing, statistics, and evaluation report writing; (b) the clustering of trainees from different educational programs with similar objectives to facilitate the offerings of local siminar groups and to provide mutual support for the trainees and gathering of data that has generalizability to other school systems; and (c) the incorporation, within the research process, of sensitivity to the black and other minority prospectives. (Author/HMD)

ED 096 246 SP 008 373
Cadenhead, Kenneth Todd, Peggy
Assessing Student Attitudes and Behaviors in an Open Teacher Education Learning Environment.
Auburn Univ., Ala. School of Education.
Note—10p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Check Lists, *College Students, *Individualized Programs, Pilot Projects, Self Concept Tests, Self Evaluation, *Student Attitudes, *Student Behavior, *Teacher Education
Identifiers—*Training Teacher Trainers
This paper discusses the development and uses of an instrument to assiss attitudes and behaviors in students adjusting to a new learning environment. The pilot program in personalized education, designed and implemented at Auburn University, was constructed around a framework of four global teacher roles (diagnostician, facilitator, interactor, innovator). In order to isolate those attitudes and behaviors that seemed to be important for successful performance in the program, data were obtained from students who had completed the program. These data were synthesized and presented in the form of a 31-item instrument, which was designed to reflect student self-assessment. Students taking the course were asked to complete the form three times during the two-quarter program. Group results are presented in two tables. Plans are being made to revise the checklist, which will be used in counseling students. (PD)

ED 096 247 SP 008 374
Grady, Roslyn M.
Accountability--A Personal Point of View.
Colorado State Dept. of Education, Denver. Cooperative Accountability Project.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of State Agency Cooperation.
Pub Date Jun 74
Note—5p.
Journal Cit—CAP Commentary; v1 n2 June 1974
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Educational Accountability, *Effective Teaching, *Instructional Improvement, Program Effectiveness, School Responsibility, Teacher Role
Identifiers—CAP, *Cooperative Accountability Project, *Elementary Secondary Education Act Title V, ESEA Title V
Much of the controversy over accountability stems from two questions: What does accountability mean? Who is accountable? Accountability means the "improvement of instruction," and the key to the accomplishment of the improvement of instruction is improved teacher effectiveness. The truly effective teacher fosters total student development while teaching the basic content of the curriculum. Good assessment programs and meaningful inservice training for teachers are necessary for the improvement of instruction and teaching effectiveness. Accountability relates to everyone connected with public education. Students are required to attend school on a regular basis in compliance with the Compulsory Education Law. Parents are accountable for their children's attendance and should also be consulted when their children are not achieving. Parents are also responsible for making their opinions and priorities known to the school. Teachers have always been accountable to their students, parents, supervisors, and ultimately, the school board. Administrative and instructional support personnel are accountable to students, parents, teachers, boards of education, and the public, while the board of education is responsible to the public for establishing priorities for the expenditure of public monies. (HMD)

ED 096 248 SP 008 376
Hyde, W. Lewis
The Supply and Demand for School Teachers in Connecticut.
Pub Date 22 May 74
Note—16p.
Available from—Connecticut Conference of Independent Colleges, 36 Gillett Street, Hartford, Connecticut 06105 (Free)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Student Enrollment, *Teacher Education, Teacher Employment, *Teacher Supply and Demand
Identifiers—*Connecticut
The recent sudden reduction in the birthrate, following an earlier reduction in 1964-65, makes it clear that school enrollment will shrink steadily for the next 15 years. Demand for teachers in the state of Connecticut will decrease from about 2,300 per year to about 1,300 per year by 1980 and will continue to shrink the next 4 years to about 1,200 in 1984. Connecticut presently produces about 5,000 to 6,000 new teachers each year, and many who qualified in previous years are competing for the same jobs. Students are already turning away from the study of teaching, and enrollment will certainly drop 30-40 percent in the next 3 years, but the oversupply of new teachers will probably continue for many years. (Author)

ED 096 249 SP 008 377
Jenkins, Charles G. And Others
A Look at Elementary School Teachers' Values.
Pub Date Aug 74
Note—78p.
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—*Changing Attitudes, *Data Analysis, *Elementary School Teachers, Inservice Programs, *Organization, *Personal Values, Test Results, Workshops
Identifiers—*Rokeach Value Survey
This study identifies similarities in the value hierarchies of elementary school teachers in four desegregated schools to determine if an inservice workshop in value clarification significantly changed the value characteristics of teachers, according to their rank ordering on the Rokeach Value Survey. Four Tempe, Arizona schools held three 45-minute workshops after school for three consecutive weeks. Activities included a pretest, a review of individual pretests as well as a group comparison, and a posttest. Results indicated elementary school teachers have similar values, but they are different from those of community leaders. Results of the data analysis suggest it may be possible to change teachers' values through cognitive dissonance on the ranking of the value terms "freedom" and "equality." Teachers in two out of three schools tested showed significant change in their ranking of the value term "freedom" after an inservice workshop that included the pointing out of a dissonance relationship between where the teachers ranked "freedom" and "equality." Further study is recommended. (PD)

ED 096 250 95 SP 008 378
Joyce, Bruce R. And Others
Performance-Based Teacher Education Design Alternatives: The Concept of Unity. PBTE Series, No. 14.
American Association of Colleges for Teacher Education, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Sep 74
Note—60p.
Available from—Order Department, American Association of Colleges for Teacher Education, Suite 610, One Dupont Circle, Washington, D.C. 20036 ($3.00)
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Models, *Performance Based Teacher Education, *Program Design, *Program Development, Teacher Education, *Teaching Models
This paper explores ways to build highly articulated, well-integrated, competency-based programs for teacher education. The development of two substantive systems in teacher education is discussed--the teacher system (the model of a teacher) and the program system. Five strategies for articulating the model of a teacher are noted: (a) the model of the school, in which the teacher is seen in relationship to his job environment and the necessary teacher competencies are developed after the model of the school is defined; (b) the generalist model; (c) the model of a particular educational approach, in which the teacher is provided with the competencies necessary for implementing a certain instructional strategy; (d) the practitioner model; and (e) the traditional program components model, in which the usual elements of teacher education are translated into competency statements and competency programs. Since the model of the teacher provides the substance of the program, program design is completed after the model is defined. In the first stage of program design, decisions about overall program strategies, the nature of the interrelationships among components, selection of component strategies, and the possible compatibility among components are made. In the second stage of program development, elements are created along with the devices that will relate the program elements to one another. (HMD)

ED 096 251 SP 008 379
Holzner, Burkart And Others
The Impact of the Federal Research and Development Center Program on American Education. A Problem Analysis and Design Paper for a Program of Studies.
Pub Date Jun 74
Note—53p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*Educational Development, *Federal Programs, *Program Design, Program Development, Program Effectiveness, *Program Evaluation, *Research and Development Centers
This paper comprises analysis and design components of a program of studies to assess the impact of the federally funded program of research and development centers in education. Opening with an introduction and comments on design considerations, the paper analyzes four systems that taken together, with their mutual interfaces, describe the domain of impact. The systems are those of knowledge production, knowledge distribution, knowledge implementation, and knowledge use. Eight aspects of analysis are proposed with reference to each of these systems. The penultimate section brings together previously mentioned notions on the methods of assessment, outlining specific studies to be carried out. A final section of conclusions emphasizes again the comprehensive nature of the design proposed and makes a suggestion in regard to desirable research personnel. (Author)

ED 096 252 SP 008 380
Ishler, Richard E., Ed. Ishler, Margaret F., Ed.
Creating the Open Classroom: A Handbook for Teachers.
Pub Date 74
Note—176p.
Available from—D.O.K. Publishers, Inc., Buffalo, New York 14214 ($5.95)
Document Not Available from EDRS.
Descriptors—*Class Activities, Creative Development, Intermediate Grades, Kindergarten, Nursery Schools, *Open Education, Primary Grades, *Principals, *Teacher Education, *Teacher Role
This how-to-do-it book, divided into 11 chapters, provides specific help for teachers converting to the open classroom approach. Chapter 1 provides background information, defines an open classroom, and discusses some assumptions about the ways children learn and the establishment of learning centers. Chapter 2 contains a discussion on the role of the teacher in the open classroom. Chapters 3-6 include guidelines for creating an open classroom in nursery school, in kindergarten, and at the primary and intermediate levels. Chapters 7 and 8 consider activites for the classroom in the areas of science, mathematics, language arts, and social studies. Chapter 9 focuses on encouraging creativity in the open classroom and suggests some themes and starters for creative experiences. Movement and music activites are also included. Chapter 10 discusses the principal in relation to an open classroom, and chapter 11 discusses training teachers for the open classroom. (PD)

ED 096 253 95 SP 008 381
Smith, Gerald R. And Others
Stirrings in Teacher Education.
Indiana Univ., Bloomington. Research Center for the Language Sciences.; Indiana Univ., Bloomington. School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 74
Note—221p.
Available from—Indiana University, School of Education, Room 321, Bloominton, Indiana 47401 ($2.00)
EDRS Price MF-$0.75 HC-$10.20 PLUS POSTAGE
Descriptors—*Educational Programs, *Field Experience Programs, Program Descriptions, *Program Design, *Program Development, Program Evaluation, *Teacher Educator Education
Identifiers—Education Professions Development Act of 1967, *Trainers of Teacher Trainers, TTT
This book, comprising seven chapters, describes the TTT (Trainers of Teacher Trainers) program at the national and local levels, discusses some concerns of the program, and describes the impact of the program on individuals and institutions. Chapter 1 provides background information, including definitions and a review of TTT at the national and local levels. Chapter 2 discusses the development of the national program and identifies its impact on one local project. Chapter 3 considers the Indiana Project in some detail and examines process and program dimensions, reporting on failures as well as successes. Chapter 4 discusses the issues and problems that arose in the implementation of the local projects and indicates the strategies employed for dealing with them. Chapter 5 and 6 report the results of the program in individual and institutional terms. Chapter 7 offers recommendations to federal agency personnel, local project personnel, and other local agency personnel for the planning, funding, and conduct of experimental field-based programs in teacher education. A 15-item bibliography is included. (Authors/PD)

ED 096 254 SP 008 382
Holbrook, Jennifer K.
Movement Activity in Gymnastics.
Pub Date 74
Note—92p.; Published in Great Britain in 1973 under the title "Gymnastics: A Movement Activity"
Available from—Plays, Inc., 8 Arlington Street, Boston, Massachusetts 02116 ($8.95)
Document Not Available from EDRS.
Descriptors—*Children, *Exercise (Physiology), Human Body, *Lesson Plans, Motion, *Physical Recreation Programs, Playground Activities, Recreational Activities
This book is designed to help teachers and specialists in movement education and gymnastics recognize and develop the natural interest and aptitude of children in activities such as swinging, leaping, jumping, climbing, sliding, and balancing, Part 1 identifies the core content of the body movement activity, enabling teachers to plan successful children's movement programs. Emphasis is placed on the scope of action the body can perform, the ways in which energy can be varied in different activities, and the relationship of movement to space and of one part of the body to the other. A selected vocabulary of key work directives is also included in this section. Part 2 considers problems in teaching movement activity through gymnastics, offering guidelines on lesson plans, and on observation and evaluation of day-to-day learning situations. A 21-item bibliography is included. (Author/PD)

ED 096 255 95 SP 008 383
Wallace, Richard C., Jr.
Each His Own Man: The Role of Adoption Agents in the Implementation of Personalized Teacher Education.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date 74
Contract—OEC-6-10-108
Note—59p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*Change Agents, *Change Strategies, Educational Innovation, *Guidelines, *Individual Characteristics, Performance Based Teacher Education, *Role Models
Identifiers—*Personalized Teacher Education Program, PTE
This paper focuses on the roles played by internal and external change agents actively involved in the adoption of Personalized Teacher Education (PTE) or its components. Six adoption agents were selected for interviews by a panel on the basis of the number of institutions worked with, number of years in the business, experience with components of the innovation, conceptual and verbal abilities, and documentation of ex-

periences. Resulting information is condensed into two categories. One category deals with information about adopting PTE, and the other category presents the guidelines set up by each agent. The author presents a set of generalized guidelines, derived from an analysis of agents and contrasted with Havelock's Innovation Adoption Process. The author concludes that the most salient finding emerging from the interviews was that each agent was his own man acting on self-knowledge, along with a strong commitment and knowledge of the innovation, to provide the vital elements that activated the adoption stages leading toward effective use of PTE. Also, the definitions of the terms "change agent" and "adoption agent" are differentiated. (PD)

ED 096 256 SP 008 384
Davis, Jean E.
Coping with Disruptive Behavior.
National Education Association, Washington, D.C.
Pub Date 74
Note—34p.
Available from—NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 0-8106-1031-0)
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—*Behavior Problems, *Classroom Communication, Classroom Environment, *Classroom Techniques, Curriculum, Group Relations, Punishment, Rewards, Teaching Styles
This booklet discuss five methods of handling disruptive behavior, including: (a) the teacher-dominant approach, (b) the analytic approach, (c) the behavioristic approach, (d) the student-centered approach, and (e) the teacher-student interaction approach. Application of the approaches is illustrated using an example of a classroom conflict that might develop into a serious case of disruptive behavior. Rewards and punishments are discussed, and group strategies such as group counseling, sociodrama, and group codes are presented. Discussions regarding classroom environment, curriculum, and teaching style are also included. A summary and a 104-item bibliography are included. (PD)

ED 096 257 SP 008 385
Cole, Richard T., Ed.
The Training of Michigan Teachers.
Michigan State Legislature, Lansing.
Pub Date 20 Dec 72
Note—96p.
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—*Committees, Inservice Teacher Education, *Legislators, Minority Groups, Preservice Education, Problems, Reading Instruction, Research, Teacher Certification, *Teacher Education, Teacher Interns, *Teacher Supply and Demand, Tenure
Identifiers—*Michigan
This report of the Special Senate Committee To Study the Training of Michigan Teachers is composed of selected excerpts from the testimony, categorized into areas of special concern, which point out current problems and raise possible future solutions for each of the areas. The document is divided into 11 chapters: (a) History of the Special Committee; (b) Recent Research in Michigan; (c) Supply--Demand, An Overview; (d) Statement on Tenure; (e) Certification of Michigan Teachers; (f) Pre-service Classroom Involvement for Future Teachers; (g) Apprenticeships and Internships; (h) Meeting Inservice Needs or "Keeping a Good Teacher Good"; (i) The Teacher of Minorities or "A Good Teacher Is a Good Teacher"; (j) The Teacher of Reading; and (k) A Cornucopia of Educational Trivia. Also included are an introductory letter and summary from the committee chairman, Senator Stamm. (JA)

ED 096 258 95 SP 008 386
Rosenau, Fred S.
Tactics for the Educational Change Agent. A Preliminary Analysis.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date [74]
Contract—NE-C-00-3-0109
Note—95p.
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—*Change Agents, *Education, Personnel, *Research and Development Centers, *Staff Role, *Voluntary Agencies
This prototype of a guide for educational change agents focuses on the roles and tactics of personnel employed in nonprofit educational research and development organizations and in state and intermediate education agencies. Included is a compilation of reports from recent users of three classes of tactics: information, demonstration, and field agent. These tactics are conceptualized as following an adoption/diffusion continuum whose stages can be labeled, step by step, from awareness through interest and evaluation to actual utilization. Change agent behavior is viewed as ranging from impersonal through personal to interpersonal. The organization of this paper reflects these underlying patterns. At the same time, behavioral sciences and marketing research are brought to bear in an effort to help explain the need for planning and evaluation strategies based on market segmentation, product differentiation, and communication skills. Case studies are briefly discussed, and a table of indicators is provided as a tentative guideline. In conclusion, some policy implications are briefly outlined with a view to initiating greater interaction among practitioners, diffusion personnel, behavioral scientists, and funding sources. A list of references is also provided. (Author/PD)

ED 096 259 SP 008 387
Grunewald, Robert N.
School District-University Cooperation in Competency-Based Inservice Teacher Education.
Pub Date [73]
Note—18p.; Filmed from best copy available
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*College School Cooperation, Intermediate Grades, *Microteaching, *Performance Based Teacher Education, Primary Grades, Program Evaluation
Identifiers—*Minicourse I
This article describes a jointly planned and jointly evaluated course offered through Washington State University General Extension. The purpose of the course was to improve instruction in elementary classrooms through use of competency-based training materials (Minicourses) from the Far West Laboratory for Educational Research and Development. The Minicourse used, entitled "Minicourse I, Effective Questioning: Elementary Level," was designed to improve the questioning and discussion skills of primary and intermediate grade teachers. Each instructional lesson consisted of the following: (a) the teacher reading handbook material; (b) the teacher viewing instructional film and completing handbook quiz; (c) the teacher viewing a model lesson film, identifying target behaviors, and recording these on a form in the handbook; (d) the teacher preparing and conducting a 10-minute microteaching lesson with a small group of pupils from her own class (this is video recorded and replayed twice); and (e) the teacher reviewing the third replay of the reteach lesson with a colleague. Evaluation of the Minicourse program was undertaken by a comparison of pre- and post-course audio recordings of discussions made in the teachers' own classrooms. (JA)

ED 096 260 SP 008 388
Mummert, Patricia A.
Create Your Own Learning Center.
Pub Date 74
Note—56p.
Available from—D.O.K. Publishers, Inc., 71 Radcliffe Road, Buffalo, New York 14214 ($2.95)
Document Not Available from EDRS.
Descriptors—Curriculum Development, Elementary Education, *Learning Laboratories, *Material Development, *Media Selection, *Teacher Developed Materials, Teacher Role
This document is a descriptive guide for teachers on how to create a learning center cheaply but effectively. The foundational concept of this guide is that teachers are artists who must fashion and highlight the curriculum in such an attractive manner that it becomes most appealing to the child. The materials in the learning center are described as tools the child uses to gain a deeper and broader knowledge of himself and the world around him. Tips are given on how to obtain material cheaply (toy stores and supermarkets are likely sources), how to package them attractively and how to label them. Each learning activity consitutes a single learning task. A worksheet accompanies each learning activity wherever feasible. Descriptions are given of "Primary Math Systems," also designed by the author, which can be used in a classroom learning center. Other topics covered include merchandising the material, storage and retrieval of materials, and student-teacher conferences. Stick figures are used in the text for illustration. (JA)

ED 096 261 SP 008 389
Griffin, Margaret M. Brousseau, Paula J.
Evaluation of Teacher Education Programs in Reading.
Pub Date 3 Nov 73
Note—18p.; Paper presented at the Seventeenth Annual Convention Symposium--Evaluation of Teacher Education Programs in Reading (Silver Spring, Maryland, November 3, 1973)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Educational Theories, *Program Evaluation, *Reading, Teacher Education, *Teacher Programs, *Teachers
This paper presents a theoretical concept of evaluation which can be utilized by classroom teachers at any level in evaluating teacher education programs in reading. The following theoretical requirements (questions) necessary to develop an evaluation plan for the improvement of teacher education programs in reading are discussed: (a) What are your beliefs at present about reading? and What do you value? (b) What environmental situations exist at present? and What is reality? (c) What types of decisions do you want to make this year or this semester? (d) What alternatives are open to you? (e) What information needs do you have in regard to your decisions? (f) How and when will you collect information? and (g) How will you use the information? These questions may be used to develop, implement, and evaluate teacher education programs in reading or to develop a basic evaluation design. A seven-item bibliography is included. (Author/PD)

ED 096 262 95 SP 008 390
Bullock, Terry And Others
Changes in the Division of Teacher Education Under the Institutional Grant. Teacher Education Forum Series. Vol. 1, No. 3.
Indiana Univ., Bloomington. School of Education.
Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.
Pub Date Mar 73
Grant—OEG-0-72-0492-725
Note—21p.; For related documents, see ED 076 572, ED 075 913, and SP 008 391-399
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Models, *Program Evaluation, *Reading Programs, *Teacher Education, *Teachers
This report presents a theoretical concept of evaluating teacher education programs in reading for utilization by classroom teachers at any level. Seven theoretical requirements (questions) necessary to develop an evaluation plan for the improvement of teacher education programs in reading are explained and discussed. The seven questions may be used to develop, implement, and evaluate teacher education programs in reading at any institution. Also, a basic evaluation design may be developed from the questions. (Author)

ED 096 263 95 SP 008 391
Harste, Jerome C.
Program Evaluation in Teacher Education. Teacher Education Forum Series. Vol. 1, No. 4.
Indiana Univ., Bloomington. School of Education.
Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.
Pub Date Apr 73
Grant—OEG-0-72-0492-725
Note—19p.; For related documents, see ED 076 572, ED 075 913, and SP 008 390 and 392-399
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Career Planning, Educational Programs, *Elementary Education, *Graduate Students, *Program Evaluation, *Teacher Education, Vocational Development

This report proposes a career typology as a method to evaluate teacher education programs. To test the viability of this approach, University of Minnesota graduate students majoring in elementary education were studied in terms of their declared career orientations. This investigation indicates that the graduate program in elementary education was oriented to serve a single group of educators, namely, school personnel, and tended to be less receptive to other groups of educators utilizing the program to further their career development. It is concluded that this approach is viable in terms of the data generated and the distinctions possible. A 26-item bibliography is included. (Author)

ED 096 264 95 SP 008 392
Harste, Jerome And Others
RELATE Competencies and Enablers Statements. Teacher Education Forum Series. Vol. 1, No. 5.
Indiana Univ., Bloomington. School of Education.
Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.
Pub Date Apr 73
Grant—OEG-0-72-0492-725
Note—17p.; For related documents, see ED 076 572, ED 075 913, SP 008 390, 391, and 393-399
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Elementary Education, Language Arts, *Models, *Performance Based Teacher Education, Reading, *Teaching Skills
This report displays and briefly describes the set of professional competencies and other learning outcomes that comprise the objectives for elementary majors enrolled in the Indiana University competency-based teacher education program known as RELATE (Reading and Language Arts Teacher Education). This report is divided into 10 units and lists competencies and enablers for each topic, with the exception of unit one which provides an overview of the course and the content and process to be used. In conclusion, five affective goals are listed, along with the following general competencies that the students are expected to develop in addition to the unit competencies and enablers: (a) identify and correct inconsistencies between and among each step of the instructional process; (b) articulate a rationale for the decisions made at any given step of the process; and (c) abandon learned techniques and adopt, adapt, or invent new ones when circumstances warrant. (Author/PD)

ED 096 265 95 SP 008 393
Newman, Anabel P. Harste, Jerome C.
Project RELATE: Operationalizing a Process Approach to Reading/Language Arts Teacher Education. Teacher Education Forum Series. Vol. 1, No. 6.
Indiana Univ., Bloomington. School of Education.
Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.
Pub Date May 73
Grant—OEG-0-72-0492-725
Note—23p.; For related documents, see ED 076 572, ED 075 913, and SP 008 390-392 and 394-399
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Decision Making, *Language Arts, *Reading, *Role Models, Student Teaching, *Teacher Education, Undergraduate Study
This report describes the development and implementation of a process-oriented teacher education model for undergraduates in the area of reading/language arts, which stresses understanding of decision making for the classroom teacher. The historical development of the project is discussed, including: (a) conceptualization during the first year, (b) development and implementation in a 9-hour block of reading/language arts methods on-campus during the second year of the project, and (c) operationalization and integration of the addition of 15 hours of student teaching to the 9-hour method block during the school year 1972-1973. The report also suggests the importance of developing teacher education programs in cooperation with classroom teachers and school administrators, developing within teacher trainees a strong theoretical framework on which to base their decisions, and providing new directions for teacher trainees in moving from theoretical positions to simulation to field work in a field setting providing exposure to many teachers at a variety of grade levels. In conclusion, this model suggests a trend for training teachers in adaptability, in decision making, and in close cooperation with public school personnel. An eight-item bibliography is included. (Author)

ED 096 266 95 SP 008 394
Harste, Jerome C. Newman, Anabel P.
Project RELATE: An Identification and Test of Some Propositions Regarding the Preparation of Teachers. Teacher Education Forum Series. Vol. 1, No. 7.
Indiana Univ., Bloomington. School of Education.
Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.
Pub Date May 73
Grant—OEG-0-72-0492-725
Note—20p.; For related documents, see ED 076 572, ED 075 913, and SP 008 390-393 and 395-399
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Curriculum Development, Guidelines, *Language Arts, *Performance Based Teacher Education, Protocol Materials, *Reading, *Teacher Education
This paper identifies some basic propositions regarding teacher preparation utilized by a curriculum development team in the development of a competency-based teacher education curriculum in reading and language arts. The propositions underlying this development effort had their genesis in the research and literature in teacher education, were selected by an interdisciplinary and interinstitutional group of educators, and have been operationalized in Project RELATE. These propositions have implications as guidelines for the development and use of teacher training materials. It is recommended that educators adopt, use, and research these and other propositions in an effort to identify and thereby give further direction to the development of teacher training materials. An 18-item bibliography is included. (Author)

ED 096 267 95 SP 008 395
Griffin, Margaret M.
Evaluating a Reading Course: Some Guidelines and Results. Teacher Education Forum Series. Vol. 1, No. 8.
Indiana Univ., Bloomington. School of Education.
Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.
Pub Date Jun 73
Grant—OEG-0-72-0492-725
Note—23p.; For related documents, see ED 076 572, ED 075 913, and SP 008 390-394 and 396-399
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Guidelines, Program Development, *Program Evaluation, *Reading Programs, *Teachers
This paper presents step-by-step guidelines for evaluating a reading course. A concept of evaluation is discussed as a guide to decision making for teachers in the ongoing development of an instructional program. A procedure for developing an evaluation plan for instructional reading programs is explained, specific questions are delineated that teachers must ask in the development of an evaluation plan, and a basic design is presented. Examples of results over a 3-year period of evaluating reading courses are reported. A 12-item bibliography is included. (Author/PD)

ED 096 268 95 SP 008 396
Harty, Harold And Others
The Efficacy of Ad Hoc Service Teams as Perceived by Program Directors. Teacher Education Forum Series. Vol. 1, No. 9.
Indiana Univ., Bloomington. School of Education.
Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.
Pub Date Aug 73
Grant—OEG-0-72-0492-725
Note—24p.; For related documents, see ED 076 572, ED 075 913, and SP 008 390-395 and 397-399
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Institutes (Training Programs), *Interviews, *Program Evaluation, Schools of Education, *Teacher Education
Identifiers—*Project Directors
This study reports the findings of a telephone interview conducted with 12 teacher education project/program directors at Indiana University to ascertain the directors' perceptions and reflections regarding the quality and quantity of services rendered by ad hoc service-oriented teams and centers within the Division of Teacher Education. These teams and centers were established to facilitate program balance and monitor activities that were specified in the original Institutional Grant Proposal to the U.S. Office of Education. Most comments were positive, with directors perceiving the help received as beneficial and suited to their particular program/project needs. General comments suggested areas where additional services or help were needed. These responses were helpful for decision makers in planning for the type and structure of service teams and centers to be established in the future. (Author)

ED 096 269 95 SP 008 397
Bullock, Terry And Others
Guidelines for the Statement and Assessment of Student Competencies. Teacher Education Forum Series. Vol. 1, No. 10.
Indiana Univ., Bloomington. School of Education.
Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.
Pub Date Aug 73
Grant—OEG-0-72-0492-725
Note—73p.; For related documents, see ED 076 572, ED 075 913, and SP 008 390-396, 398, and 399
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—College Students, *Evaluation Methods, *Guidelines, *Measurement Techniques, Skill Development, *Teacher Education, *Teaching Skills
This paper, prepared by the Division of Teacher Education Evaluation Team at Indiana University, presents a set of proposed student competencies and ways to assess them. It also contains the guidelines developed by the evaluation team to help teacher education projects and programs in developing competencies and measurement procedures, as well as the proposed competencies and measurement procedures that were subsequently developed. (Author)

ED 096 270 95 SP 008 398
Harty, Harold Bonwit, Toby
Submission Guide for Journals in General Teacher Education. Teacher Education Forum Series. Vol. 1, No. 11.
Indiana Univ., Bloomington. School of Education.
Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.
Pub Date Aug 73
Grant—OEG-0-72-0492-725
Note—33p.; For related documents, see ED 076 572, ED 075 913, and SP 008 390-397 and 399
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Guidelines, *Indexes (Locaters), *Periodicals, Publications, *Scholarly Journals, *Teacher Education
Identifiers—Manuscript Submission Procedures
This compilation consists of pertinent submission information for journals or periodicals that have been known to accept unsolicited articles dealing with teacher education in general. Many of the publications listed may also entertain manuscripts with a subject matter emphasis. An effort has been made to exclude those publications focusing on specific subject areas (e.g., "Arithmetic Teacher," "Reading Research Quarterly," "Science Education," "Social Science Record," etc.). Submission address, publication policies, preparation guidelines, submission receipt, and general information are listed for each journal or periodical. The publications are arranged alphabetically by title. This document has been designed to provide the most current information for Division of Teacher Education faculty. (Author)

ED 096 271 95 SP 008 399
Harty, Harold Seibel, Robert
Helpful Hints for External Funding Proposal Development. Teacher Education Forum Series. Vol. 1, No. 12.
Indiana Univ., Bloomington. School of Education.
Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.
Pub Date Aug 73
Grant—OEG-0-72-0492-725

Note—71p.; For related documents, see ED 076 572, ED 075 913, and SP 008 390-398
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*Educational Finance, *Federal Aid, *Financial Support, *Foundation Programs, Teacher Education, *Technical Writing
Identifiers—*Proposals
Several articles present suggestions on how to prepare a sound proposal for foundation or government funding. The special characteristics of foundations are described, and information is given on matters of policy and personal relationships. A sample proposal serves to illustrate the basic sections found in most proposals. The university offices are described that aid the development of a proposal and that grant final approval. (Author)

ED 096 272 SP 008 400
Kryspin, William J. Feldhusen, John F.
Analyzing Verbal Classroom Interaction.
Pub Date 74
Note—128p.
Available from—Burgess Publishing Company, 7108 Ohms Lane, Minneapolis, Minnesota 55435 ($2.95)
Document Not Available from EDRS.
Descriptors—*Classroom Observation Techniques, *Instructional Materials, Interaction, *Interaction Process Analysis, Preservice Education, Student Behavior, Teacher Behavior, Teacher Education
Identifiers—*Flanders System of Interaction Analysis
This textbook on verbal classroom interaction is designed to be used as one unit in an educational psychology course at the postsecondary level. The book is divided into three sections which discuss the Flanders' Interaction Analysis System (FIAS), the categories in the system, and the use of the system. The first section gives the underlying rationale for the analysis of classroom interaction and introduces the interaction analysis model. The second section of the book is devoted to the categories of the FIAS--Teacher Talk, Student Talk, and No Talk/All Talk. Section three of the text is designed to develop the student's ability in the use of FIAS. The text has exercised throughout the chapters, remediation activities, and pre- and post-measurement instruments. (HMD)

ED 096 273 SP 008 401
Wass, Hannelore And Others
Humanistic Teacher Education: An Experiment in Systematic Curriculum Innovation.
Pub Date 74
Note—97p.
Available from—Shields Publishing Company, P.O. Box 1917, Boulder, Colorado 80302 ($2.95)
Document Not Available from EDRS.
Descriptors—Educational Improvement, *Educational Innovation, *Effective Teaching, *Humanistic Education, Preservice Education, *Program Descriptions, Program Development, *Teacher Education, Teacher Programs
The Florida Childhood Education Program (CEP) at the University of Florida is an innovative teacher education program whose theoretical base lies in 12 years of research in effective teaching combined with modern thinking from perceptual-humanistic psychology. This theory was given practical expression in an experimental program designed and placed in operation side by side with the traditional teacher education program at the University of Florida. After research on the relative effectiveness of the program, it was adopted by the university and replaced the traditional program over a 2-year period. The program utilizes independent and small-group study, seminars, and field experience to provide: (a) experiences and learning activities in response to student needs, (b) a means for students to progress at different rates of speed, (c) simultaneous field and substantive area experience readily adaptable to student needs and progress, and (d) a high level of self-direction and responsibility to be exercised by the student. (HMD)

ED 096 274 SP 008 402
Cartwright, Carol A. Cartwright, G. Phillip
Developing Observation Skills.
Pub Date 74
Note—168p.
Available from—McGraw-Hill Book Company, New York, N.Y. (No price quoted)
Document Not Available from EDRS.
Descriptors—*Classroom Observation Techniques, *Instructional Materials, *Observation, Preservice Education, Student Behavior, Teacher Behavior, *Teacher Education
This textbook, designed to be used in teacher preparation courses focuses on observation of students and the role it plays in instructional decision making. The first chapter discusses the necessity of observation of students in the learning environment. Chapter two identifies the general principles, procedures, and problems applicable to all observation situations. Chapters three, four, and five deal with specific types of records used for observation: behavior tallying and charting, checklists, rating scales and participation charts, and anecdotal records. The last chapter discusses observation of instructional environments and teacher behavior. Each chapter in the book is followed by suggested activities which are designed to reinforce the concepts taught in the chapter and to provide practice in implementing the techniques described in the chapter. (HMD)

ED 096 275 SP 008 403
Constitution of the AFT.
American Federation of Teachers, Washington, D.C.
Pub Date Sep 74
Note—15p.
Available from—American Federation of Teachers AFL-CIO, 1012-14th Street, N.W., Washington, D.C. 20005 (Item No. 7, $0.25)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Governance, Labor Unions, *Policy, Professional Associations, *Teacher Associations, *Unions
Identifiers—AFT Bylaws, AFT Constitution
This document contains the constitution and the bylaws of the American Federation of Teachers. The constitution is comprised of 12 articles which deal with the name and objectives of the organization, membership, chartering of state and local units, federation officers, the Executive Council, conventions, representation of state and local units at the convention, revenues to the organization, amendments to the constitution, affiliation with AFL-CIO, referenda, and parliamentary authority governing the federation. The bylaws contain special rules for federation conventions, appointment of the Committee on Credentials for conventions, convention program and procedure, convention committees, nominations and election procedures, the establishment of standing committees, budgets, audits, revenues, and procedures for the suspension of rules and amendment of bylaws. Amendments to the constitution and bylaws which were adopted at the 58th convention in August 1974 are underlined for the ease of the reader who is already familiar with these documents. A brief index to the constitution and to the bylaws is also provided. (HMD)

ED 096 276 SP 008 404
Marshall, John P.
The Teacher and His Philosophy.
Pub Date 73
Note—101p.
Available from—Professional Educators Publications, Inc., Box 80728, Lincoln, Nebraska 68501 ($1.75)
Document Not Available from EDRS.
Descriptors—*Educational Philosophy, *Educational Practice, *Educational Problems, *Educational Theories, *Teachers
This book presents a case for educational philosophy and outlines the essentials of Idealism, Realism, Perennialism, Pragmatism, and Existentialism. Each system is described in detail with enough of its history to give it continuity and relate it to the classic subdivisions of philosophy, namely: metaphysics, epistemology, axiology, ethics, aesthetics, and logic. The final chapter sums up each philosophy and concludes that it is the successful teacher who, realizing that the most important educational issues are all practical and philosophical problems, determines the relationship that will prevail between educational theory, educational practice, and society's view of education. Suggested readings and a glossary of terms are included. (PD)

ED 096 277 SP 008 405
Holt, Jerry D.
Comparison of Lecture-Demonstration with Self-Instruction as They Affect Cognitive Information When Developing Psychomotor Skills in a Competency-Based Module.
Pub Date 17 Dec 73
Note—49p.; A practicum presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Comparative Analysis, Educational Research, *Independent Study, *Lecture, Mechanical Teaching Aids, Preservice Education, Teacher Education, *Teaching Methods
An experiment was conducted in a preservice teacher education course in materials for teaching at the East Tennessee State University to determine whether or not students would gain more cognitive information while developing psychomotor skills when using self-instructional techniques as compared with those students using a traditional lecture-demonstration method. Students enrolled in the course completed a 36 multiple choice preinstructional inventory. Both the experimental and control groups were permitted assigned specific access time to the self-instructional lab where all equipment was housed. After all the subjects had completed the module, a posttest was administered. An analysis of covariance made adjustments for initial inequalities between the experimental and control groups since they were not randomly selected or matched pairs. The computation showed that the experimental group achieved a greater gain in cognitive information over the control group at the .05 level of significance. It was concluded that mediated self-instruction was superior to the lecture-demonstration method insofar as the experiment was structured. (HMD)

ED 096 278 SP 008 406
Recommendations of the State Council for Teacher Education Centers. Teacher Education Act of 1973.
Florida State Dept. of Education, Tallahassee.
Pub Date 74
Note—15p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Financial Support, Governance, *In-service Education, *Legislation, *Preservice Education, Staff Role, *Teacher Centers
Identifiers—*Florida
This document discusses concepts of a teacher education center and states that teacher education center programs include the following: (a) career-long teacher education, (b) cooperation and collaboration, (c) commitment to shared power, (d) pooling of resources, (e) field-based preservice teacher education, and (f) broader focus on in-service training. Recommendations are made in the areas of governance, functions of a teacher education center, staffing, and funding. Also, changes for sections 231.600-231.610 of Florida's 1973 Teacher Center Act are recommended. The Teacher Education Act of 1973 is included in the appendix. (PD)

ED 096 279 SP 008 407
So . . . You Are Getting a Student Teacher! A Handbook of Practical Suggestions for Cooperating Teachers.
Maryland State Dept. of Education, Baltimore.
Pub Date 74
Note—33p.
Available from—Dr. Herman E. Behling, Jr., State Consultant, Maryland State Department of Education, P.O. Box 8717, BWI Airport, Baltimore, Maryland 21240 (no price quoted)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Classroom Observation Techniques, *Cooperating Teachers, Student Evaluation, *Student Role, *Student Teachers, *Teacher Role
This guide is directed toward the needs of supervising teachers and focuses on the role of the cooperating teacher. Part one, "Getting Ready for the Student Teacher," discusses conducting the initial student teacher visit and preparing for the student teacher's arrival by preparing the class, making notes for early conferences, considering the parents, studying the student teacher's background, and collecting materials.

Part two, "Developing Competence in Planning and Teaching," discusses developing activities to help the student teacher begin teaching, planning for teaching, conferring with the student teacher, and relating to the college and the college supervisor. Part three, "Assessing and Guiding the Student Teacher's Performance," discusses resolving problems and assessing the student teacher through classroom observational systems and other techniques. Two appendixes and a 15-item bibliography are included. (PD)

ED 096 280 SP 008 409

Davis, Robert G.

The Effect of Perceptually Oriented Physical Education on Perceptual Motor Ability and Academic Ability of Kindergarten and First Grade Children.

Pub Date 74

Note—10p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, and Recreation (Anaheim, California, April 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Academic Ability, Children, Educational Programs, *Grade 1, *Kindergarten, *Perceptual Motor Coordination, *Perceptual Motor Learning, Physical Education

The effects of a perceptually oriented physical education program (PPE) on perceptual-motor ability and academic ability were studied using kindergarten and first-grade children. The four groups of kindergarten children varied the number of periods of PPE per week which then met--0, 1, 2, and 3 times per week. The four groups of first-grade children varied the amount of time per period for the PPE program--0, 20, 30, and 40 minutes per period twice a week. After 15 weeks, each of the three first-grade PPE groups was found to be significantly better than the control group in perceptual-motor ability. A significant linear trend in the data was also found. No significant differences were found among the first-grade groups in academic ability. There were also no significant differences among the kindergarten groups in either perceptual-motor ability or academic ability. (Author)

ED 096 281 95 SP 008 410

Wessel, Janet A. And Others

Physical Education [Skill] Performance Objectives, Elementary and Secondary.

Wisconsin State Dept. of Public Instruction, Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—Bull-5010

Pub Date Jun 74

Note—180p.; Part of Illinois, Michigan, Minnesota, Wisconsin Interstate Project on Psychomotor Skills; Reproduced from best copy available

EDRS Price MF-$0.75 HC-$9.00 PLUS POSTAGE

Descriptors—*Basic Skills, Objectives, *Physical Education, *Psychomotor Objectives, *Skill Development

Identifiers—*Sports

This document, divided into two main sections, contains a set of minimal physical education skill objectives. The following statements summarize the skill objectives described in section two: (a) these objectives affect the cognitive and affective components of physical education; (b) they are basic enough to be achieved by nearly all children; (c) they should be taught when appropriate in view of the child's progress; (d) they are divided into three levels to establish check points that offer guidance with respect to the general age at which the skills should be acquired; (e) they are stated at two levels of specificity--terminal performance objectives that represent the skill to be acquired and enabling objectives that describe the sequence of behavior which guides the learner toward the desired terminal performance ability; (f) they assist teachers in recognizing sequences as well as high priority tasks in learner's status; and (g) they provide insight for prescriptive teaching activities. Section three outlines skill objectives, terminal and enabling, for the following areas: aquatics, dance, dual and group sports, and fundamental skills. (PD)

ED 096 282 SP 008 411

Prager, Iris J.

The Reinforcement of First Grade Science Concepts with the Use of Motor Learning Activities.

Pub Date [72]

Note—6p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Grade 1, *Motor Development, *Physical Activities, *Science Instruction

In order to test the theory that selected first-grade science concepts could be successfully reinforced with the use of motor activities, 52 first-graders were exposed to certain experimental procedures. Two separate classes of 25 students (group A) and 27 students (group B) underwent a pretest. Both classes were then taught through traditional teaching methods. After each lesson, group A was taken outside where the science concept was reinforced through a motor activity, while group B participated in pleasurable activities not related to science. The experiment consisted of eight lessons from the Simple Machines unit conducted over a two-week period. After this period, a posttest was administered, and 6 weeks later an extended interval test was given to test the degree of retention. The pretest scores were found to show no significant differences between groups A and B. The results of posttest show that group A scored significantly higher than group B at the .05 level of confidence. There existed no statistically significant difference between the scores of the extended interval test and the posttest, although raw score data indicated that group A scored higher than group B where p. was less than .056. The posttest scores indicate that the use of motor learning activities should be considered an enrichment or reinforcement aid in teaching first-grade science concepts. (Author)

ED 096 283 SP 008 412

Youth Physical Fitness. Suggestions for School Programs.

President's Council on Physical Fitness and Sports, Washington, D.C.

Pub Date Sep 73

Note—97p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 4000-00297, $1.20)

EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE

Descriptors—*Educational Programs, Intermediate Grades, *Physical Activities, *Physical Education, *Physical Fitness, Primary Grades, Secondary Grades

This book, divided into three main parts--basic, advanced, and comprehensive programs--suggests (a) basic physical education programs designed to assist classroom teachers inexperienced in physical education to develop activities that will make a contribution to the physical fitness of the children in their charge and (b) advanced activities developed by schools where physical fitness through physical education is a tradition. Part one recommends a basic school program; illustrates physical activities for primary, intermediate, and secondary grades; and describes evaluation and incentive programs. Part two describes an advanced school program and illustrates some physical activities, including weight training, water exercises, and jogging. Part three discusses a comprehensive school program of health and physical education for grades 1-12. A discussion of ways to develop community support, suggestions for interpreting physical education, and a description of exhibition and demonstration programs are also included. (PD)

ED 096 284 SP 008 413

Kim, Eugene C. Kellough, Richard D.

A Resource Guide for Secondary School Teaching. Planning for Competence.

Pub Date 74

Note—203p.

Available from—Macmillan Publishing Co., Inc., 866 Third Avenue, New York, New York 10022 ($5.95)

Document Not Available from EDRS.

Descriptors—Class Management, *Educational Strategies, *Inquiry Training, *Perceptual Development, *Planning, Questioning Techniques, Teacher Evaluation, Teacher Responsibility, *Teachers

This six-part resource guide is designed to help the teacher understand the skills of inquiry, to know how to mold the bits of information into a structural framework, and to be an expert in the technique of self-instruction. Part one, "Orientation to Secondary School Teaching," looks at perceptions about the teaching/learning situation and helps to establish goals and work toward the development of those perceptions. Part two, "Planning for Instruction," provides various plans and forms for short- and long-range planning to assist in organizing the what and how of teaching. Part three, "Choosing and Implementing Instructional Strategies," discusses available instructional strategies and provides criteria for selecting a strategy. Part four, "Classroom Management, Interaction, and Discipline," presents some guidelines for classroom management and for constructive group morale and discipline and presents case studies for classroom discussion. Part five, "Evaluation of Performance and Achievement," deals with techniques of evaluating teacher performance and introduces two types of evaluation of student progress. Part six, "Teacher Responsibilities beyond the Classroom," identifies teacher responsibilities that extend beyond those of awareness and skill in the implementation of various classroom instructional strategies. (PD)

ED 096 285 SP 008 415

Haubenstricker, John L. Milne, D. Conrad

The Relationship of Selected Measures of Proprioception to Physical Growth, Motor Performance, and Academic Achievement in Young Children.

Pub Date 1 Apr 74

Note—15p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, and Recreation (Anaheim, California, April 1, 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Academic Achievement, Grade 1, Grade 2, Kindergarten, *Physical Development, *Psychomotor Skills, *Tests

Identifiers—*Proprioception Tests

This study investigates the relationship of selected measures of proprioception to measures of physical growth, motor performance, and academic achievement in young children. Measures were obtained from 321 boys and girls attending kindergarten and first and second grade. Sample correlation matrices were computed on all variables at each grade level. Multivariate analysis of variance procedures were employed to determine grade and sex differences in performance on the proprioception tests. Multivariate multiple regression analysis was used to estimate the relationships between each of the dependent variables and the set of proprioception tests. Regression equations were established for the criterion dependent variables. Significant intergrade differences were found for performance on three of the proprioception tests. No significant performance differences due to sex were found for any of the proprioception tests at any grade level. Intercorrelations between proprioception scores and the measures of physical growth, motor performance, and academic achievement reached significance most frequently with the thickness discrimination and static balance tests. Significant intercorrelations between proprioception and academic achievement measures were most frequent at the kindergarten level and decreased with each succeeding grade. The predictive ability of the proprioception measures was greatest at the first-grade level. (Author)

ED 096 286 SP 008 416

Thomas, Jerry R. And Others

Effects of Perceptual-Motor Training on Preschool Children: A Multivariate Approach.

Pub Date Apr 74

Note—16p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Academic Ability, Educational Programs, Kindergarten Children, *Motor Development, *Perceptual Development, *Perceptual Motor Learning, *Self Concept

This study assesses the effects of a specifically designed perceptual-motor training program on the level of perceptual-motor development, self-concept, and academic ability of kindergarten children. Forty kindergarten children were randomly assigned to one of two groups. The experimental group was exposed to a specifically designed perceptual-motor program 30 minutes daily for 5 months. The control group received a free play period for 30 minutes daily during the 5-month period. Every subject was pre- and posttested on five variables, and data were analyzed

by a multivariate analysis of covariance technique in order to assess the effects of the perceptual-motor program. Results indicate that the data tended to support the specificity of training concept. The variables showing the greatest change were the perceptual-motor tests, which measured changes on specific aspects of the training program. There appeared to be some transfer to academic abilities, but this was not pronounced enough to suggest that perceptual-motor training was of real benefit in developing academic abilities for normal kindergarten children. (Author)

ED 096 287 SP 008 417

Sherwin, Susan S.

Teacher Education: A Status Report.

American Association of Colleges for Teacher Education, Washington, D.C.; Educational Testing Service, Princeton, N.J.

Pub Date 74

Note—64p.

Available from—Educational Testing Service, Princeton, N.J. 08540 ($2.00)

EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Admission Criteria, Credit Courses, Degree Requirements, Evaluation Techniques, Field Experience Programs, Grading, Graduate Surveys, *National Surveys, *Schools of Education, *Teacher Education, *Teacher Programs

This survey of undergraduate teacher education was cosponsored by the American Association of Colleges for Teacher Education (AACTE) and the Teacher Programs and Services Group of Educational Testing Services (ETS). Questionnaires were sent out in June 1973 to AACTE member institutions. A copy of the questionnaire is included as an appendix. Results are described in the text; supportive tables accompany the description. Among the topics covered are the following: percent of students in teacher education compared to total undergraduate student body; average number of graduates in teacher education, 1971-73; subjects required for elementary education majors; course requirements in general education for secondary evaluation majors; course hours required in general education; total number of hours required in professional education; course hours required in field experiences; criteria used to evaluate students in professional education courses; grading systems used in teacher education institutions; field experience offered by the institutions; specialized programs; admission requirements into teacher education; characteristics of selection into teacher training; how follow-up studies are done; and criteria used for graduation from teacher education programs. (JA)

ED 096 288 SP 008 418

Andrew, Michael D.

Teacher Leadership: A Model for Change. Bulletin 37.

Association of Teacher Educators, Washington, D.C.

Pub Date 74

Note—62p.

Available from—Association of Teacher Educators, Suite 1201, 1701 K Street, N.W., Washington, D.C. 20006 (Stock No. 861-27435, $4.00)

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—Educational Programs, *Educational Strategies, Elementary School Teachers, *Leadership Training, *Models, Preservice Education, Secondary School Teachers, *Teacher Education

This book describes a model for differentiated preparation of teachers in elementary and secondary schools which draws from several models and emphasizes individual autonomy and choice. Chapter 1 discusses teachers as educational leaders, lists reasons for their failure as leaders, discusses four barriers to educational change, and presents a stereotyped and an ideal role of teachers as educational leaders. Chapter 2 presents a model for the preparation of teacher-leaders who are competent educators and who have attitudes, skills, and knowledge to assist others in the improvement of instruction and to bring about beneficial educational change. Chapter 3 focuses on the human dimension as it applies to the preparation of teacher-leaders. Chapter 4 deals with four bodies of knowledge relevant to preservice development of teacher-leaders: knowledge of children, schools, institutional change strategies, and the nature of the field of education. Chapter 5 deals with requirements for competent performance as a teacher-leader, which are skills for the flexible performer, competent specialist, and teaching analyst. Chapter 6 discusses general strategies in teacher education and specific strategies for the development of teacher-leaders. Chapter 7 suggests a specific program for selecting, preparing, and using outstanding teachers in new teaching leadership positions in schools. An 18-item bibliography is included. (PD)

ED 096 289 SP 008 419

Case, Charles W., Ed. Olson, Paul A., Ed.

The Future: Create or Inherit.

Study Commission on Undergraduate Education and the Education of Teachers, Lincoln, Nebr. Deans Committee.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—243p.

Available from—Nebraska Curriculum Development Center, Andrews Hall, University of Nebraska, Lincoln, Nebraska 68508 (No price quoted)

EDRS Price MF-$0.75 HC-$11.40 PLUS POSTAGE

Descriptors—*Educational Planning, *Futures (of Society), *Methodology, Planning, *Prediction, Schools of Education, Teacher Education, *Trend Analysis

This book, divided into four sections, looks at growth and no-growth positions in a future society. Section one deals with ways of looking at the future and concludes with an effort to look at the methodology of futurists and to describe how they work. Section two addresses practical questions faced by colleges of education concerning supply and demand alternatives, forms of schooling and deschooling in the future, and alternative forms of governance that may appear in the future. Section three describes tools whereby decentralized, small, community-centered political groups can gain control of their own futures. This section is comprised of two segments, one on the legal future of small, community, culture-based education, and the second on how such communities can acquire sufficient tools to plan their own educational futures. Section four presents the Deans Committee's critiques of the preliminary recommendations made by the Study Commission with respect to future study, which emphasizes decentralized planning, a no-growth economy, community futuristics, and the limitation of the encapsulating effects of schooling vis-a-vis society and nature. (PD)

ED 096 290 SP 008 420

Barnes, Ellen And Others

Teach and Reach: An Alternative Guide to Resources for the Classroom.

Syracuse Univ., N.Y. Div. of Special Education and Rehabilitation.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 74

Note—186p.

Available from—Human Policy Press, P.O. Box 127, University Station, Syracuse, New York 13210 (no price quoted)

EDRS Price MF-$0.75 HC-$9.00 PLUS POSTAGE

Descriptors—*Educational Alternatives, *Educational Resources, *Resource Guides, Teaching

This guide to alternative teaching resources suggests ideas to change the system and self, and it presents new ways of thinking about teaching and learning. A section on programming includes ideas for alternative curricula that are activity based, affective, community based, issue centered, interest centered, and mixed media. A section on brainstorming, a technique designed to produce a problem-solving climate, presents guidelines to brainstorming behavior and a transcript of a brainstorming session. A section on values examines values within the classroom in relation to sexism, racism, and studentism. This book also focuses on teaching differences, children's behavior, classroom observation, counseling, legal rights of children, and teacher growth. Reading suggestions are also included. (PD)

ED 096 291 SP 008 421

White, Donald H. Goldberg, Eugene

A Summer Research Institute for High School Science Teachers.

California Univ., Livermore. Lawrence Livermore Lab.

Spons Agency—Atomic Energy Commission, Washington, D.C.

Note—10p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Career Choice, Counseling, High Schools, *Inservice Teacher Education, Research, *Science Careers, *Science Teachers, Summer Institutes, Teacher Participation

This program was initiated because of the failure of secondary schools to inform their students adequately about contemporary scientific career opportunities and to establish criteria for determining whether or not a scientific career is suitable for a student's interests and capacity. The purpose of the program is: (a) to provide an opportunity for high school teachers to improve their awareness of current areas of scientific interests, problems, methods, and technology, and (b) to help the teacher interest and guide qualified students into appropriate scientific careers. The means to accomplish this involved selected high school science teachers in laboratory research programs during an 8-week period. Highlighting the project were lectures, discussions, tours by scientists working in various fields, and direct in-depth involvement of each participant in an on-going research project. Described in this paper are the planning of the program, the selection of the participants, the proceedings themselves, and the program evaluation. (JA)

ED 096 292 95 SP 008 422

Korb, A. W. Callahan, Joseph P.

Performance-Based Education at Northern Montana College.

Northern Montana Coll., Havre.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 74

Note—33p.

Available from—Performance Based Education Project, Northern Montana College, Havre, Montana 59501 (no price quoted)

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*College Curriculum, College Instruction, College Programs, Curriculum Development, Educational Improvement, *Performance Based Education, *Program Development, *Program Planning

This document reviews the first year of progress for the Performance-Based Education (PBE) project at Northern Montana College. The project is a projected five-year (five-phase) plan to adapt curricular offerings to a performance-based standard. The five phases will focus on the following activities, respectively: (a) identification of competencies for vocational-technical education and teacher education; (b) development and initiation of PBE in vocational-technical education and teacher education; (c) full implementation of PBE in vocational-technical education and teacher education; (d) initiation of PBE in majors, minors, and general education and development of PBE in graduate programs; and (e) implementation of PBE college-wide. Included within this report are examples of performance goals and objectives established for various course offerings. Also included are descriptions of phase one, with implications for future directions of the PBE Project. (Author/HMD)

ED 096 293 SP 008 423

Johnson, James A.

The Role of the College Student Teaching Supervisor in In-Service Teacher Education.

Pub Date 74

Note—9p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*College Supervisors, *Inservice Teacher Education, *Staff Role, *Student Teaching, Teacher Role

This paper describes the traditional role of the college student teaching supervisor, makes some observations concerning this role, and suggests a new role. The author makes the following observations about the traditional role: (a) it implies that the college supervisor can best contribute to teacher education by observing and then holding conferences with student teachers; (b) it has frustrated college supervisors, student teachers, supervising teachers, and administrators because it

does not meet their needs and expectations; (c) it makes it impossible for the best college supervisors to make a substantial contribution to student teachers; and (d) it is a waste of the college supervisor's talents. The author recommends a new role that would involve decreasing the amount of time devoted to observing and holding conferences with student teachers and increasing the amount of time devoted to in-service teacher education. Four advantages of this new role are listed. It is suggested that this new role will improve in-service teacher education since college supervisors constitute a group that is well qualified and conveniently available to improve in-service teacher education. Seven cautions regarding the new role of college supervisors are described at the conclusion of the paper. A 10-item bibliography is included. (PD)

ED 096 294 SP 008 424
Hunt, E. Joan
Let's Teach Students To Think.
Note—10p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Critical Thinking, Logic, *Students, *Teacher Education, *Teacher Influence, *Teacher Role

This paper focuses on the need to teach students essential techniques in developing concepts and relationships rather than teaching them merely to digest isolated facts. The characteristics of a critical thinker are described (a) securing appropriate information, (b) appraising the evidence obtained through the use of logic and reason against previously defined standards, (c) coming to a valid conclusion, and (d) acting in respect to that conclusion. The author states that emphasis on the stimulation and improvement of critical thinking requires selection of materials that are relevant to students' interests and that if teaching for thinking is to florish and have impact on schools, individual classroom teachers are the key to the effort. The teacher's role in developing critical thinking skills and ways to exert influence over students' thinking ability are discussed. In conclusion, the author states that thinking is the best method of problem solving and recommends that teacher training institutions emphasize critical thinking and prepare teachers to teach critical thinking. A 12-item bibliography is included. (PD)

ED 096 295 SP 008 425
Waetjen, Walter B., Ed. Leeper, Robert R., Ed.
Learning and Mental Health in the School.
Association for Supervision and Curriculum Development, Washington, D.C.
Pub Date 66
Note—176p.; Prepared by the ASCD 1966 Yearbook Committee
Available from—Association for Supervision and Curriculum Development, NEA, 1701 K Street, N.W., Suite 1100, Washington, D.C. 20036 ($5.00)
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—*Curriculum Planning, *Learning, *Mental Health, Motivation, Research, Student Attitudes, Student Behavior, Teaching Techniques

This book, comprised of seven chapters, focuses on the problem of planning a curriculum that recognizes and promotes growth of each pupil in the areas of mental health and learning. Chapter one, "Mutuality of Effective Functioning and School Experiences," emphasizes acceptance of pupils' thoughts and feelings and the pupils' challenging of the generalizations and the concepts that are inherent in the structure of knowledge in the curriculum. Chapter two, "The Achievement of Competency," discusses mental health from the viewpoint of the qualities that one needs in order to function competently. The importance of these qualities--work, play, and love--and their effect on learning is developed. Chapter three, "New Conceptions of Children's Learning and Development," is a reexamination and a comparison of research evidence regarding the development, learning, and motivation of human beings. Chapter four, "A Cognitive Field Theory of Learning," emphasizes inadequacy of some ideas about learning and reinforcement theories of learning as guides to teachers' action in the classroom. Chapters five, "Self-Actualization; A New Focus for Education," and six, "Learning and Becoming--New Meanings to Teachers," describe ways some teachers put into effect points discussed in previous chapters. Chapter seven, "The School and the Ego as Information Processors," discusses the concept of information, the common denominator of all the other chapters. (Author/PD)

ED 096 296 SP 008 426
Johnson, Susan Buchwald
The Effects of Tactile Communication in Sport on Changes in Interpersonal Relationships Between Black and White Children.
Pub Date Aug 73
Note—90p.; Master's thesis, Memphis State University
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—*Athletic Activities, *Caucasian Students, Elementary School Students, *Grade 3, *Interpersonal Relationship, *Negro Students, Physical Activities, Sensory Experience

This study determines the effects of tactile communication in sport on changes in interpersonal relationships between black and white children. The experimental design consisted of three treatment groups each emphasizing tactile, cooperative, or individual experiences in physical education. The control group participated in tactile, cooperative, and individual activities. Subjects, consisting of 235 elementary school children representing four integrated, self-contained, third-grade classes in two schools, were pretested by a sociometric rating scale to determine their interpersonal relationship status with other children. After participating in a 6-week sports unit, the subjects were posttested on the same sociometric rating scale. Results indicated that there is a statistically significant change in a positive direction in interpersonal relationships of black children who experience tactile communication with white children in sport and that there is not a statistically significant change in a positive direction in interpersonal relationships of white children who experience tactile communication with black children in sport. (Author)

ED 096 297 SP 008 427
Boschee, Floyd
A Comparison of the Effects of Command, Task and Individual Program Styles of Teaching on Four Developmental Channels.
Pub Date 29 Mar 74
Note—17p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, and Recreation (Anaheim, California, March 29, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Games, Knowledge Level, *Personal Adjustment, *Skills, *Social Adjustment, *Teaching Styles
Identifiers—*Alley Soccer

This study compares the effects of command, task, and individual program styles of teaching as they affect specific skills in alley soccer, a game knowledge test on alley soccer, and personal and social adjustment. A battery of skills tests, a game knowledge test on alley soccer, and the California Test of Personality were given to 221 fifth-graders. The pre- and post-battery of skills tests indicated that boys obtained better scores than the girls on the various soccer skills and that students who had more extensive exposure to the activity developed greater soccer skills. A significant difference was indicated between the task and in individual program styles of teaching on the pre- and post-game knowledge test. The significant sex difference occurred where the experimental groups met three times weekly, with the boys obtaining higher scores than the girls. The pre- and post-personal adjustment scores indicated very little sex difference, with girls attaining higher scores than the boys did. The pre- and post-social adjustment test scores indicated that the girls obtained better scores than the boys did. (A 9-item bibliography is included.) (Author)

ED 096 298 40 SP 008 428
Rarick, G. Lawrence Dobbins, D. Alan
A Motor Performance Typology of Boys and Girls in the Age Range 6 to 10 Years.
California Univ., Berkeley.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date [74]
Grant—OEG-0-70-2568(610)
Note—14p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Child Development, Children, Cluster Grouping, Females, Growth Patterns, Males, *Motor Development, *Motor Reactions, *Performance, *Physical Development, *Typology
Identifiers—*Person Clusters

A motor performance typology of boys and girls (ages 6-10 years) was developed, based on four factors extracted by factor analysis from data on 47 physical growth and motor performance variables. Nineteen variables which best described the four factor-defined components were used in formulating the person-clusters (typologies) following Tryon's Condensation Method. Eleven person-clusters emerged, which included 137 of the 146 children tested, or 95 percent of the group. The five person-clusters that accounted for the majority of girls (73 percent) accounted for only 16 percent of the boys. The six person-clusters that accounted for the majority of boys (84 percent) accounted for only 27 percent of the girls. (Author)

ED 096 299 40 SP 008 429
Dobbins, D. Alan
Person-Clusters of Intellectually Normal and Educable Mentally Retarded Boys on Selected Motor Performance Variables.
California Univ., Berkeley.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date [74]
Grant—OEG-0-70-2568(610)
Note—13p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Educable Mentally Handicapped, *Handicapped Children, *Males, *Motor Development, *Psychomotor Skills
Identifiers—*Normal Children

This study assesses, via the description of a performance typology, that portion of a sample of educable retarded boys whose profiles over four factor-defined components of the motor domain resemble those profiles subtended by intellectually normal boys over the same four components. Tryon's Condensation Method was used to develop person-clusters for 71 educable mentally retarded boys and 71 boys of normal intelligence for four main performance components: (a) strength/power/body size, (b) gross body coordination, (c) fine motor abilities, and (d) balance. This multivariate approach allows the comparison of performance capabilities simultaneously over the many recognized components of the motor domain and the assessment of that portion of a retarded sample whose subtended performance profiles resemble those of the intellectually normal. Results indicate that while there exist marked differences between the performance profiles of educable retarded and intellectually normal boys, the motor abilities of about one-quarter of the educable retarded boys were no different from those of the majority of intellectually normal boys. (PD)

ED 096 300 SP 008 430
Hultgren, Philip B. Burke, Edmund J., Jr.
A Comparison between Prescribed Exercise Programs.
Pub Date 1 Apr 74
Note—14p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, and Recreation (Anaheim, California, April 1, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Assignments, Comparative Analysis, *Exercise (Physiology), Literature Reviews, Opinions, Program Descriptions, *Supervision, *Supervisory Methods

This paper compares the methods for prescribing exercise according to various contemporary authorities. The programs are compared as to their goals, the testing modalities and physiological parameters used for prescription of the initial training session, and the methods and the progression of training. Regarding goals, there is a general agreement that aerobic capacity is the most important component. There is much variance with regard to the pretesting session, especially regarding the benefits of the exercise electrocardiogram and who should give the stress test. The widest discrepancies between authors are found in the criteria for prescription of the

initial training session. Some authors recommend interval training, others continuous training, while others avoid any strict regimen for training. The question of both the optimal and the minimal number of days per week to elicit the training effect is still open to question. While some commonality was found among the authors sampled, it would appear that further research is warranted in the field of exercise prescription. (Author/JA)

ED 096 301 88 SP 008 431
The Health and Optimum Physical Education Story.
Irwin County Schools, Ocilla, Ga.
Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C.
Pub Date [74]
Note—14p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Academic Achievement, *Child Development, Elementary Education, Health, *Health Programs, Motor Development, *Physical Education, Physical Fitness, Self Concept
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Project HOPE
The goals of the HOPE (Health and Optimum Physical Education) project are described in this document as follows: to design and field test a model program in elementary physical education that would measurably improve children in fitness, motor skills, and knowledge and understanding of physical education and would contribute to improvement in academic achievement and self-concept. The historical development of the program is described. Objectives and activities are outlined for grades one to six. Cost, evaluation, and human interest examples are also described. (JA)

ED 096 302 88 SP 008 432
How To Get Health and Optimum Physical Education (Title III ESEA) for Your School.
Irwin County Schools, Ocilla, Ga.
Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C.
Pub Date [74]
Note—6p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Child Development, Educational Accountability, Individualized Instruction, Lesson Plans, *Motion, *Physical Education, *Self Concept
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Project HOPE
This document is a description of Project HOPE (Health and Optimum Physical Education) directed at teachers. The ultimate goals of this project are that: (a) every child will be taught to move within his own capability and will never be embarrassed because he is not as good as somebody else; (b) every child will feel good about himself because he can work at his own speed; and (c) every teacher will have accountable lesson plans so he will know what changes are being made in children. A seven-step plan is outlined: (a) assess needs, (b) set goals, (c) write accountable lesson plans, (d) get necessary equipment and supplies, (e) get in-service training from the experts, (f) make every child a winner by implementing your program, and (g) look at what you have done. HOPE-developed equipment is recommended by name when appropriate in the descriptions of the seven steps. (JA)

ED 096 303 95 SP 008 433
Evers, Nancy A.
An Analysis of the Relationship between the Effectiveness of the Multiunit Elementary School's Instruction and Research Unit and Interpersonal Behaviors. Technical Report No. 298.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date May 74
Contract—NE-C-00-3-0065; OEC-5-10-154
Note—215p.; Report from the Project on Organization for Instruction and Administrative Arrangements
Available from—Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin, 1025 W. Johnson Street, Madison, Wisconsin (no price quoted)
EDRS Price MF-$0.75 HC-$10.20 PLUS POSTAGE
Descriptors—Behavior, Group Behavior, Leader Participation, *Leadership, Leadership Qualities, Multiunit Schools, *Organizational Effectiveness, *Research and Instruction Units
In this study, data were collected from 163 Instruction and Research (I&R) Units from 45 elementary multiunit schools (MUS) in 12 different states to determine the relationships between I&R unit effectiveness and unit member compatibility, unit leader's behavior, and the level of task structure as perceived by the unit members. The instrument developed and used for the survey consisted of questionnaires to be completed by unit members on their background, their unit leader's behavior, the operation of their I&R unit, and their perception of task structure and of themselves. The major conclusions of the study were that: (a) only leader behavior significantly influenced I&R unit effectiveness; (b) there is no significant relationship between I&R unit effectiveness and the number of unit members; and (c) there is no significant relationship between unit effectiveness and the number of hours per week which the unit meets. Several factors limit the study: (a) the consideration of only intragroup variables, (b) the varability of the selection process, (c) the sample selection process, and (d) the assumption that data collected reflect truthfulness in the subjects' responses. (Author/HMD)

ED 096 304 SP 008 434
Haywood, Kathleen Marie Glad, Harold L.
Relative Effects of Three Knowledge of Results Treatments on the Ability To Perform a Coincidence-Anticipation Task.
Pub Date 30 Mar 74
Note—5p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, and Recreation (Anaheim, California, March 30, 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Feedback, Motor Development, *Perceptual Motor Coordination, Positive Reinforcement, *Psychomotor Skills, Reinforcement, *Research
The purpose of this study was to determine the effects of three treatments of knowledge of results on the acquisition of an open complex motor skill requiring speed and accuracy (coincidence-anticipation). The 75 volunteer male subjects were randomly assigned to one of three treatment groups. One group was given informative knowledge of results; another group, positively reinforcing knowledge of results; while the third group was given no supplementary knowledge of results. All subjects were given 30 trials on a coincidence-anticipation task which required the subject to make a motor response at the time a moving object coincided with two separated, stationary objects. Two responses were made on each trial. A fine motor movement was required on the first response, but a large motor movement was required for the second response. Results showed no significant differences in performance among the treatment groups on the first or second response. It was concluded within the limitations of the study that informative and reinforcing knowledge of results were no more beneficial to the performance of the present coincidence-anticipation task than was the intrinsic feedback inherent to the task. There appeared to be no tendency for the treatment groups to improve in performance over trials. (Author/HMD)

ED 096 305 SP 008 435
Haberman, Martin
What Teachers Wish They Had Been Taught: A Follow-Up Study of Graduates of the School of Education.
Pub Date 74
Note—14p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Followup Studies, Graduate Surveys, *Preservice Education, Teacher Education, *Teacher Education Curriculum, *Teacher Programs, Teachers
Identifiers—*University of Wisconsin
Questionnaires were sent to the 1972 graduates of the University of Wisconsin School of Education as part of a follow-up study to determine what teaching competencies the respondents felt they needed in the performance of their job and which of these topics or competencies were not adequately covered in their preservice preparation. The 44 items on the questionnaire were grouped into four categories by the respondents: (a) necessary for teachers and adequately taught in preparation program, (b) necessary for teachers but not adequately taught in preparation program, (c) not necessary for teachers but covered in preservice program, and (d) not necessary for teachers and not covered in preservice program. Eight items which fell into category "b" are: (a) methods of dealing with the emotionally disturbed, (b) methods of dealing with learning problems, (c) diagnosis of learning abilities, (d) methods of dealing with the mildly retarded, (e) the use of media and instructional equipment in the classroom, (f) the supervision of a classroom aide, (g) involvement in school-community relations, and (h) conferences with parents. It is hoped that further follow-up study of school of education graduates will be undertaken in order to focus the preservice preparation program on the needs of the students. (HMD)

ED 096 306 95 SP 008 436
Feldman, Robert S. Allen, Vernon L.
Four Studies on Attribution of Ability. Technical Report Number 281.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date Jan 74
Contract—NE-C-00-3-0065
Note—52p.; Report from the Project on Conditions of School Learning and Instructional Strategies
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*Cross Age Teaching, Educational Research, Elementary School Students, Peer Relationship, *Primacy Effect, Student Evaluation, *Tutoring
The four studies in this report consider the attribution of ability in the relationship of tutor to tutee among elementary level students. In each of the studies, the tutee displayed, or was represented as displaying, one of four learning sequences: success-success, failure-failure, failure-success, or success-failure. The results of the first study showed that the tutor attributed ability to the tutee in relation to the tutee's performance on the first part of a two-part lesson. The results of the second and third study, which were designed to eliminate the primacy effect, were similar to the results of the first. In the fourth study, tutors viewed a graphical representation of the tutee's performance on the first part of a concept formation learning task. In contrast to the typical finding of a strong primacy effect, the results of the fourth study showed a strong recency effect: the students' performance on the second half of the learning task was the major determinant of attribution of ability. Each report describes the methods, procedures, and results of the study in detail. (HMD)

ED 096 307 95 SP 008 437
Minskoff, Esther Hirsch
Increasing Teaching Efficiency through a Program of Personal Development and Enrichment of Perceptual-Linguistic and Motor Skills in Prospective Teachers. Final Report.
Southern Connecticut State Coll., New Haven.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date [72]
Grant—OEG-0-9-161286-3399 (031); OEG-0-70-3404
Note—54p.; Filmed from best copy available
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Curriculum Development, *Interpersonal Competence, *Language Instruction, Program Effectiveness, *Program Improvement, Special Education Teachers, *Teacher Attitudes, *Teacher Education, Teacher Programs, Teacher Workshops, Teaching Skills
The over-all purpose of this research project was to improve teacher efficiency in the undergraduate special education program at Southern Connecticut State College through the training of prospective teachers in the following three areas: interpersonal skills, attitudes and values toward minority groups, and clinical teaching approaches for language. It was

hypothesized that the experimental groups attending workshops in each of the three areas would improve their interpersonal skills, acceptance of themselves, acceptance of others, values and attitudes toward minorities, and skills in the teaching of linguistics. The control group was comprised of students who volunteered for the experimental workshops, but who were unable to participate because of conflicts in scheduling. Measurement of the effect of the workshops was made using self-rating instruments before and after the workshops. Analysis of the results shows that subjects in the Interpersonal Skills Workshop did not feel that they improved their interpersonal skills or their acceptance of themselves or others. The subjects who participated in the Attitudes and Values Workshop did not feel that they improved their attitudes toward minorities. However, the participants of the Linguistics Workshop did feel that they had improved their language teaching skills. (HMD)

ED 096 308 SP 008 438

Faxon, Donna D. And Others

Collaborative Resources for Educational Alternatives for Teacher Education (CREATE).

Alachua County Schools, Gainesville, Fla.; Florida Univ., Gainesville. Coll. of Education.

Pub Date Aug 74

Note—50p.

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—*College School Cooperation, Interinstitutional Cooperation, *Program Planning, Program Proposals, *Teacher Centers, Teacher Education

Identifiers—*Project CREATE

This proposal for the creation of a teacher center is divided into three sections: (a) a statement of the goals of the initiators, (b) budgetary information, and (c) needs statements of Alachua County school personnel and the University of Florida, College of Education. The goals are: (a) to strengthen the relationship between university and public school staffs with respect to pre- and in-service programs; (b) to develop a collaborative approach to comprehensive needs assessment and planning for professional development; (c) to encourage the utilization of more effective organizational procedures for participatory educational decision making; (d) to develop procedures for the identification and dissemination of potential resources within the school system, university, and community which could be channeled into clinical professional development programs; (e) to develop an evaluation plan for all training activities carried out through the teacher center; (f) to build mechanisms for the recognition of leadership of an participation in training programs as a vital aspect of professional development; and (g) to develop a collaborative organizational structure for the Alachua Teacher Center. For each goal statement, several objectives and activities for attaining these objectives are listed. Evaluation procedures for attainment of each objective are also included. (HMD)

ED 096 309 SP 008 440

Johnson, Dewayne J. Leider, Fred E.

Comparison of Students Attitude on Performance Based and Traditional Teaching Methods.

Note—19p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*College Students, Effective Teaching, Participant Satisfaction, *Performance Based Education, *Physical Education, *Student Attitudes, Teaching Methods

Identifiers—Fencing, Golf, Volleyball

The purpose of this study was to determine the effect of two different teaching methods on the attitudes of Texas A&M University students participating in required physical education. Thirteen classes were taught using performance-based instruction, while 15 classes were taught using a traditional method. A two-group posttest design was used with students participating in either golf, fencing, or volleyball. Five instructors each taught the same activity using both methods of instruction. Each student completed the Wear Attitude Scale and a Student Opinionnaire at the end of the 18-week instructional period. Students were scored on general attitude toward physical education, attitude toward the class they were enrolled in, grading fairness, attainment of course objectives, suitability of assigned out-of-class work, class size, availability and value of reference material, and appropriateness of tests to meeting course objectives. Results indicated that performance-based instruction developed a better general attitude toward physical education, as compared to attitudes developed by the traditional teaching method. Volleyball students expressed a lower opinion of performance-based instruction, while fencing and golf students held a better opinion of performance-based instruction than they did of traditional methods. All classes disliked the assigned out-of-class work, which was a part of performance-based instruction. (Author)

ED 096 310 SP 008 441

Marsh, David D.

A Study of Teacher Training at Twenty Teacher Corps Projects.

Pacific Training and Technical Assistance Corp., Berkeley, Calif.

Pub Date Jun 74

Note—23p.; Paper presented at the Teacher Corps Conference (Washington, D.C., June 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Program Evaluation, Teacher Education, *Teacher Programs, Teaching Skills, *Trainees, *Training Objectives

Identifiers—*Teacher Corps

The findings of the first year of a 2-year study of Teacher Corps graduates are reported in this document. The goal of the first year of the study was to identify and analyze those combinations of intern background characteristics and Teacher Corps program characteristics that are related to desired teaching skills and attitudes of interns at the end of their training. Data were collected at 20 sixth-cycle projects that prepared elementary school teachers. Data about the training program at each site were obtained from university professors and deans, project staff, local education agency superintendents, school principals and teachers, community persons and interns through questionnaires and interviews. Data about intern characteristics after training were gathered through classroom observations, questionnaires, intern activity logs, and interviews with interns. It was found that important trends related to positive exit factors were, without exception, program factors; that is, none of the background experiences or characteristics (excluding ethnic background) had an impact on the intern's exit characteristics. Only three exit characteristics could be predicted from program factors with an acceptable level of accuracy. In another aspect of the study it was found that undergraduate programs compare favorably with graduate Teacher Corps programs and that they are, in fact, doing better than graduate programs. (HMD)

ED 096 311 SP 008 442

Marsh, David D.

Organizational Development and Teacher Corps: A Discussion of a Book by Ronald Corwin.

Pub Date Apr 74

Note—8p.; Paper presented at the Annual Convention of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Book Reviews, Change Agents, *Organizational Development, *Organizational Effectiveness, *Organizational Theories, *Program Effectiveness, Success Factors

Identifiers—*Teacher Corps

This paper focuses on the theory of organizational change and development as presented by Ronald G. Corwin in his book, "Reform and Organizational Survival: The Teacher Corps As an Instrument of Educational Change," and the implications this theory has for efforts at institutional change which are being made by the Teacher Corps. Corwin identifies two models of organizations: (a) a rational model which presumes that organizations are goal-directed entities, and (b) a political model which presumes that direction is determined by external constraints on the organization and by commitments made by the members in the course of bargaining for resources. In his analysis, Corwin integrates political and rational aspects of organizations. The author, in an attempt to expand or modify Corwin's theory, suggests a model called "muddling through" and recommends that organizations be viewed on a continuum rather than at either end of the continuum. Applying Corwin's theory to his experience with Teacher Corps projects, the author suggests that the difference between successful and unsuccessful projects seemed to lie in: (a) how adroit te staff were in dealing with political constraints, and (b) how the staff were able to deal with political crises in one aspect of the project while keeping other aspects on a rational basis. (HMD)

ED 096 312 SP 008 443

Joekel, Ronald G.

An Analysis of Teacher Verbal Behavior Before and After Participation in the McRel Instructional Staff Development Program.

Pub Date Apr 74

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Inquiry Training, Inservice Programs, *Inservice Teacher Education, *Interaction Process Analysis, Student Behavior, *Teacher Behavior

Identifiers—McREL Instructional Staff Development Program

Changes in verbalized inquiry behavior of teachers and students who participated in the Mid-Continent Regional Educational Laboratory's Instructional Staff Development program in inquiry were identified. Teachers' verbal behaviors were analyzed in terms of their teaching strategies as related to three inquiry models. An expanded modification of the Flanders' Interaction Analysis Instrument with 34 subcategories was developed and utilized for data collection. Teachers in the program became more indirect in their influence patterns while still leading the inquiry sessions. Pre and posttests resulted in an increase in the number of specific inquiry behaviors and affective areas identified. This reflects a greater understanding of behaviors related to student-centered, inquiry-oriented instruction. As a group, teachers showed a decrease in teacher talk while students exhibited an increase from a pretest of 17.5 to a posttest of 33.5. Teachers also increased their knowledge and application skills on interaction analysis from a mean score of 4.5 to 14.4 out of a possible 19 points on a prepost test. (Author)

ED 096 313 SP 008 445

Smith, Albert B. Irey, Richard K.

Personality Variables and the Improvement of College Teaching.

Pub Date 18 Apr 74

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Colleges, *Individual Characteristics, *Personality, *Student Characteristics, Student Opinion, Teacher Improvement, *Teaching, Teaching Methods

The position behind this study is that the college faculty member can improve his teaching, even if he is already a master teacher, by scientifically identifying some of the key variables that have a major impact on student learning in his classes. Two studies have attempted to answer the following question: Is there any evidence that a college student's personality is related to his preference for various instructional experiences? Jungian personality types were used. The first study found that the students tested held predictable views for and against self-paced instruction: intuitive students preferred self-paced instruction to more traditional group-paced teaching methods; sensing types liked more traditional methods of instruction. The present study sought to find if associations made in the first study still held up and to determine what relationships, if any, existed between student types and each of the self-paced course modules. The instrument of study was a five-credit, self-paced course of 54 students in thermodynamics. It consisted of 20 self-paced instructional modules (packages). Three types of data-gathering instruments were employed: (a) a course evaluation form, (b) a module evaluation form, and (c) the Myers-Briggs Type Indicator which measures the differences in student personality and learning types. (Findings, conclusions, a summary, and recommendations are presented for this study.) (JA)

ED 096 314 95 SP 008 446
Bierly, Margaret M. And Others
Cataloguing Teacher Training Materials in a Computerized Retrieval System: Separating the Baby from the Bath Water.
Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date Apr 74
Contract—NE-C-00-3-0061
Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Cataloging, Catalogs, Computers, *Computer Storage Devices, *Instructional Materials, *Merchandise Information, *Teacher Education
This paper describes the efforts of the Program on Teacher Effectiveness of the Stanford Center for Research and Development in Teaching to survey and catalog available teacher training products. It is stated that the project developed from the program's own need to identify potential products which could be incorporated into the program's Systematic Teacher Training Model--a flexible training system for preservice and inservice teachers. The paper defines teacher training products and describes the identification of products. In a section on what makes up a "flexible catalog," the following categories are outlined: developers, subject matter specificity, target audience, grade level specificity, target outcomes for teachers and for students, availability, nature of the training situation, and field test results. The final section describes the uses of a computerized catalog. (JA)

ED 096 315 SP 008 447
Null, Eldon J. Spence, Betty A.
Selected Variables of Teachers and Their Perception of Male and of Female Principals.
Pub Date 28 Feb 73
Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (58th, New Orleans, Louisiana, February 1973)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Elementary Schools, Females, *Individual Characteristics, Males, *Principals, Sex Differences, Teacher Administrator Relationship, *Teacher Attitudes
The purpose of the research reported in this paper was to investigate certain personal variables of elementary school teachers, including sex, which might be related to the perception of male and female principals. It was assumed that the research would provide further information conerning the evaluation by teachers of the leader behavior of their respective principals. Two instruments were used in the data-gathering phase of the research: (a) a short personalized personnel data inventory, utilized to gather information about the sex, age, marital status, and number of years experience of each respondent, and (b) the Leader Behavior Description Questionnaire-Form XII, employed to measure the perception by each teacher of the dimensions of leader behavior of his or her principal. The sample utilized in the research consisted of full-time teaching personnel from 16 elementary schools located in a large, metropolitan school system. These schools were selected because each contained teachers of both sexes, of different ages, of various years of experience, and of different marital situatins. Two-way analyses of variance were utilized in the examination of the data produced by the questionnaires, and no post-hoc procedures were used since all independent variables were dichotomized. (Results and discussion are included in the text.) (JA)

ED 096 316 SP 008 449
Schumer, Harry Royer, James M.
Student Achievement Gains as a Function of Teacher Predictions.
Note—5p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Academic Achievement, *Achievement Gains, Elementary School Students, *Prediction, Remedial Programs, *Teacher Influence, *Teachers, Teaching Methods
This paper provides support for the notion that having teachers make predictions about achievement gains has positive educational benefits. A comparison of the mean gain scores over a 6-year period for elementary school children in a remedial Title I program in western Massachusetts indicated greater gains later in the program when the teacher made predictions than when he did not. The results suggest that having teachers make predictions requires the teacher to assess the strengths and weaknesses of each child and then decide on appropriate instructional strategies. This in turn is translated into educational benefits for the child. (Author/JA)

ED 096 317 SP 008 450
Montgomery, June
Purposes and Methods in the Learning-Teaching Process. A Position Paper Concerning Graduate Education for the Helping Professions.
Note—8p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Course Descriptions, *Course Objectives, Expectation, *Student Teacher Relationship, *Teaching Methods, *Teaching Styles, Teaching Techniques
The author of this paper proposes that a position paper by a course instructor be presented prior to or at the first session of the course in order to provide the student with information if the course will meet his needs. Such a position paper may also serve to provide a basis for dialogue that considers in a theoretical and in a personal way the kinds of learning for mastering basic information, generates self-directed inquiry, and affords an opportunity for the personal-professional development of those seeking to become practitioners in the helping professions. Such a position paper should include a statement of the instructor's posture with regard to the teaching-learning process and teaching style, and a statement of what may be expected of and by the instructor. The author of the paper includes her own position statement as an example. It is suggested that a postcourse evaluation be made by the students using a Likert-scaled instrument and personal conferences with the students. (HMD)

TM

ED 096 318 TM 003 866
Mott, Johanna K. Schwartz, Sydney L.
Using Two Coding Systems, Teacher Behavior Form (TBF) and Pupil Behavior Form (PBF), with Classroom Teachers in Field Centers to Shape Observations and Guidance of Teacher Trainees.
Pub Date [Apr 74]
Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974). For a related document, see TM 003 925
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Classroom Observation Techniques, Codification, College Supervisors, Cooperating Teachers, Student Behavior, *Student Teacher Relationship, *Student Teachers, Teacher Behavior, *Teacher Education, Teacher Evaluation
Identifiers—Pupil Behavior Form, Teacher Behavior Form
The objective of the project was to unify the efforts of the classroom teacher and the college faculty in observing and guiding the teacher trainee in classroom teaching practice. Two coding systems, one on teacher behavior and one on pupil behavior, were used to establish a common language for professional dialogue on description of and prescription for teacher trainee performance. The common focus served to coordinate the energies of all participants in the experimental program. The project offers a model for coordinating the efforts of classroom teachers with college faculty in diagnosing and prescribing teaching practice for teacher trainees toward the goal of performance-competence. Sample forms are included. (Author/SE)

ED 096 319 TM 003 890
Jenkins, W. O. And Others
The Weekly Activity Record (WAR): A Measure of Time Allocation in the Analysis and Prediction of Criminal Behavior and Recidivism.
Rehabilitation Research Foundation, Montgomery, Ala.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Report No—DLMA-21-01-73-38-6
Pub Date Apr 74
Note—30p.; For a related document, see TM 003 948
Available from—National Technical Information Service, Springfield, Virginia 22151 ($3.00)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Individual Activities, Interviews, Males, *Predictive Validity, *Prisoners, Recidivism, *Records (Forms), Rehabilitation, *Socially Deviant Behavior, Statistical Analysis, Test Construction
Identifiers—*Weekly Activity Record
This report describes the development and validation of the Weekly Activity Record (WAR), an instrument for the analysis and prediction of criminal behavior and recidivism. The 18 items on the instrument record the hours per week devoted to various activities: vocational, avocational, social, physical, antisocial, personal, and interpersonal. The WAR was used with other behavioral assessment instruments in interviews with 117 male prison releasees. The data in this report were taken from those interviews and validated against the Law Encounter Severity Scale (LESS), a criterion for law violation and recidivism. Releasees with minimal law encounters were found to devote significantly more time to positive activities (those that contribute to successful postrelease adjustment) than did those releasees who had more severe law encounters. WAR scores of the releasees were also compared to those of noncriminal populations. (Author)

ED 096 320 TM 003 891
Wisconsin Learner Assessment: 1973 Pilot Year Summary Report. Volume 1.
Wisconsin State Dept. of Public Instruction, Madison. Div. for Management and Planning Services.
Pub Date Feb 74
Note—36p.; For related documents, see TM 003 899, 916, and 917
Available from—Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702 (Free)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Educational Assessment, Grade 3, Grade 7, Mathematics, Pilot Projects, Reading, *State Programs, Test Results
Identifiers—*Wisconsin Learner Assessment Program
The objectives of the first year of the Wisconsin Assessment Program were: (1) to develop and refine the statewide assessment processes including instrument development, instrument administration, analysis, interpretation, and dissemination of results; (2) to provide a preliminary profile of how well students demonstrate their knowledge and skills concerning some important aspects of mathematics and reading; and (3) to develop baseline information for measuring progress over time. The assessment involved students in grades 3 and 7, and the results are reported in terms of the population value, i.e., an estimate of the percentage of children who probably would have answered the items correctly if all the individuals at that grade level had taken the test. General limitations of the results are presented and recommendations are made to better analyze educational program strengths or weaknesses. (RC)

ED 096 321 TM 003 892
Ekstrom, Ruth B. And Others
Problems of Replication of Seven Divergent Production Factors. Technical Report No. 5.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Report No—ETS-PR-74-14
Pub Date May 74
Note—66p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*Cognitive Ability, Cognitive Processes, *Creativity, *Divergent Thinking, *Factor Analysis, Language Fluency, Originality, Test Reliability, Verbal Ability
Identifiers—*Kit of Reference Tests for Cognitive Factors

This report is part of a general study of Reference Measures for Cognitive and Noncognitive Factors. The specific activity that is being reported is the development of "factor-referenced" tests or "marker" tests for several cognitive factors related to divergent production (i.e., ability to produce a variety of words, phrases, or ideas in response to stimuli). Part of the development included a field test to improve the items in the tests, to determine the reliabilities of the tests, and to help clarify understanding of these cognitive factors. The results of the field experiment are reported. Seven factors were investigated: (1) associational fluency, (2) expressional fluency, (3) originality, (4) semantic redefinition, (5) sensitivity to problems, (6) figural adaptive flexibility, and (7) spontaneous semantic flexibility. (Author)

ED 096 322 TM 003 893

Lambert, Michael J. DeJulio, Steven S.

Towards a Validation of Diverse Measures of Human Interaction and Counseling Process.

Pub Date [74]

Note—6p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (New Orleans, Louisiana, April 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Correlation, *Counseling, *Interaction Process Analysis, Matrices, *Measurement Techniques, *Psychotherapy, Rating Scales, Test Validity

Identifiers—*Hill Interaction Matrix

The relationship between two diverse but commonly used psychotherapy process rating scales was determined by correlating therapist statements classified via the Hill Interaction Matrix with statements rated on the dimensions of empathy, respect, genuineness, and specificity. Results suggest these measures share significant common variance. Empathy and specificity correlated highly with the fourth quadrant of the Hill Interaction Matrix. (Author)

ED 096 323 TM 003 895

Mahan, James M. Lester, Frank K.

A Study of Inter-Relationships Between Three Independent Rankings of Student Teacher Effectiveness, and Student Teacher and Supervising Teacher Assessments of Satisfaction with a Year-Long Field Program.

Pub Date [Apr 74]

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—College Supervisors, *Cooperating Teachers, *Effective Teaching, *Participant Satisfaction, *Student Teachers, Teacher Evaluation, *Teacher Rating

Identifiers—Purdue Student Teacher Opinionnaire

The relationships between rankings of student teachers' effectiveness and the student teachers' and supervising teachers' satisfaction with a year-long student teaching program were assessed. Three independent rankings of student teachers were obtained from (1) 85 student teachers, (2) 46 supervising teachers, and (3) 10 university personnel. In order to measure the degree of satisfaction with student teaching, the Purdue Student Teacher Opinionnaire was administered to all student teachers and supervising teachers. Results indicated that both student teachers and supervising teachers tended to perceive the student teaching experience satisfactorily, but student teachers were significantly more critical of certain aspects of school programs than supervising teachers. (Author)

ED 096 324 TM 003 897

Waggener, Robert And Others

Norming of a Basic Learning Exam and Its Use to Predict GED Results.

Pub Date [Apr 74]

Note—23p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (New Orleans, Louisiana, April 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Correlation, *Military Personnel, *Norms, Predictive Ability (Testing), *Predictive Validity, *Statistical Analysis

Identifiers—ABLE, Adult Basic Learning Examination, GED, General Educational Development Tests

A large scale study of local norms that are directly related to the interests of military education counselors is described. In a cooperative effort, the U.S. Armed Forces Institute and the Test Department of Harcourt Brace Jovanovich, Inc. normed the Adult Basic Learning Examination (ABLE) and validated its utility in predicting success on the General Educational Development (GED) tests using selected samples of the military population. The data provided are directly relevant to decisions regarding competency in basic skills and those involving the prediction of success on the GED tests. In addition, the data permit counselors to develop performance frames of reference for specific groups within the military population. Military educational counselors can now not only make judgments based on valid information but can initiate programs of action with confidence since the prescribed intervention is rooted in reliable assessment. (Author/RC)

ED 096 325 TM 003 899

Wisconsin Learner Assessment: 1973 Pilot Year Report. Vol. 1, Report 1.

Wisconsin State Dept. of Public Instruction, Madison. Div. for Management and Planning Services.

Pub Date Feb 74

Note—193p.; For related documents, see TM 003 891, 916, and 917

Available from—Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702 (Free)

Document Not Available from EDRS.

Descriptors—*Educational Assessment, Grade 3, Grade 7, *Item Analysis, Mathematics, Pilot Projects, Reading, Sampling, *State Programs, Test Results

Identifiers—*Wisconsin Learner Assessment Program

This report contains the results of the first statewide educational learner pilot assessment in Wisconsin. The objectives of the program were: (1) to develop and refine the statewide assessment process including instrument development, instrument administration, analysis, interpretation, and dissemination of the results; (2) to provide a preliminary statewide profile of how well students demonstrate their knowledge and skill concerning some important aspects of mathematics and reading; (3) to develop baseline information for measuring progress over time. The development of instruments and objectives and sampling procedures are discussed. The percentage of students who probably would have answered the item correctly if all individuals at that grade level had taken the test is given for each item and objective in the reading and mathematics tests for students in grades 3 and 7. Final comments and recommendations are made. Information regarding the sampling design is presented in the appendix. (RC)

ED 096 326 TM 003 903

Biles, Linnea White

Behaviorally-Referenced Factors Used in Graduate Student Evaluation.

Pub Date [Apr 74]

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Evaluation Criteria, Factor Analysis, *Graduate Students, Individual Differences, Objectives, Performance Factors, *Professors, Rating Scales, *Student Evaluation

This study of factors used by graduate faculty in their evaluation of graduate students had as its goal the development of a research-based conceptual framework of desired outcomes in graduate education. Factor analysis of the responses of 190 graduate faculty at Kansas State University, Manhattan, to a graduate student performance checklist produced 20 factors interpreted as desired outcomes of graduate education. The first five were labeled Personal and Interpersonal Development, Analysis and Synthesis, Scholarly Productivity, Persistence, and Communication. Significant differences were identified between the scholarly divisions on nine factors used in evaluation and between professorial ranks on two factors. (Author)

ED 096 327 95 TM 003 912

Foley, Celia

Vision Screening For Head Starters.

Alaska Treatment Center for Crippled Children and Adults, Inc., Anchorage.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [74]

Grant—OEG-0-9-110305-4701

Note—29p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*Elementary School Students, *Screening Tests, Strabismus, Vision, *Vision Tests

Identifiers—Head Start, *Snellen E Chart

To determine which children in the Head Start program may have vision problems, Head Start teachers and staff do vision "screening." This booklet demonstrates how to do the screening using the Snellen "E Chart." Trouble signs that the test administrator should be aware of are listed, and vision scores are explained simply. Amblyopia is defined, and some indications of its presence are listed. Visual ability checklists are included. (RC)

ED 096 328 TM 003 916

Interpretive Report on the Wisconsin State Mathematics Assessment. 1973 Pilot Year. Vol. 1, Report 2.

Wisconsin State Dept. of Public Instruction, Madison. Div. for Management and Planning Services.

Pub Date 74

Note—71p.; For related documents, see TM 003 891, 899, and 917

Available from—Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702 (Free)

Document Not Available from EDRS.

Descriptors—*Educational Assessment, Grade 3, Grade 7, *Item Analysis, *Mathematics, Pilot Projects, Sampling, *State Programs, Test Interpretation, Test Results

Identifiers—*Wisconsin Learner Assessment Program

This report contains an interpretive analysis of individual test items used in the 1973 Wisconsin State Mathematics Assessment at grades 3 and 7. The sampling procedures, organization, interpretation of data, limitations, and useful definitions of the test, and test results are discussed. The analysis includes an evaluation of each test item and provides recommendations where appropriate. Offered are general interpretive conclusions. The appendix consists of an exemplary mathematics program for grades K-8. (SE)

ED 096 329 TM 003 917

Interpretive Report on the Wisconsin State Reading Assessment. 1973 Pilot Year. Volume 1, Report 3.

Wisconsin State Dept. of Public Instruction, Madison. Div. for Management and Planning Services.

Pub Date 74

Note—134p.; For related documents, see TM 003 891, 899, and 916

Available from—Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702 (Free)

Document Not Available from EDRS.

Descriptors—*Educational Assessment, Grade 3, Grade 7, *Item Analysis, Pilot Projects, *Reading, Sampling, *State Programs, Test Interpretation, Test Results

Identifiers—*Wisconsin Learner Assessment Program

The reading assessment undertaken by the Department of Public Instruction in May 1973 was a pilot study. As such its primary purpose was to provide information for future assessment instruments, administration procedures, sampling procedures, and data analysis alternatives. Thus, this document contains a critical examination of the pilot procedures as well as item by item report of the results of the first testing program and interpretive statements about the results. General comments are made pertaining to strengths and weaknesses of the instrument, and where pertinent, examples of specific items are discussed. The report considers sampling procedures, implications, and suggestions for future assessment. The data analysis chapters reproduce all the actual items (in miniature) with evaluative com-

ments on item validity, readability, domains, and objectives. (Author)

ED 096 330 TM 003 920
Dalton, Starrette L.
Evaluating Foreign Language Placement: An Alternate Approach. Indiana Studies in Prediction No. 25.
Indiana Univ., Bloomington. Bureau of Educational Studies and Testing.
Pub Date 74
Note—13p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—College Students, French, German, Grading, *Language Tests, *Predictive Validity, Second Language Learning, Spanish, *Student Opinion, *Student Placement, Test Validity
Identifiers—College Entrance Examination Board
A new validation procedure was developed for the College Entrance Examination Board (CEEB) foreign language placement tests. The procedure recommended by CEEB determines if individuals with high and low scores (1) in the same course and (2) from courses at various levels, score differentially on the CEEB tests. If both these differences are statistically significant, high predictive validity can be inferred. An alternate procedure involves no such inference, but rather asks the student directly if he was correctly placed and, if not, whether he was placed too high or too low. Subjects in this study were taking Spanish, French, and German. Results of the new procedure showed 80 percent were correctly placed by the CEEB tests. A second alternative to the CEEB procedure was also tried. Scholastic aptitude indicators and foreign language background variables were obtained from the students' permanent records and used in a regression equation to determine student placement. This equation placed 62 percent of the students correctly. Placement by the CEEB tests was about equally accurate in all languages, and was significantly better than placement by the regression equation. It is argued that the new validation procedure is a valuable alternative to the CEEB procedure because it does not rely on grades and provides different information. (Author)

ED 096 331 TM 003 924
Klitgaard, Robert E.
Going Beyond the Mean in Educational Evaluation. Paper No. 5184.
Rand Corp., Santa Monica, Calif.
Report No—P-5184
Pub Date Mar 74
Note—38p.; For related documents, see TM 003 350 and 845
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Academic Achievement, *Educational Assessment, *Evaluation Techniques, Multiple Regression Analysis, Program Effectiveness, *Statistical Analysis
Evaluations in education often throw away important information because of a penchant for averages. Multiple regression techniques are used to estimate the average effect of policies across schools, and usually school performance is represented by the average score of its students on an achievement test. The author suggests some ways of broadening educational evaluations: (1) to consider "outliers," or exceptional performers among schools; and especially, (2) to consider other statistics of a school's distribution of scores besides the mean, which have an intuitive link to ill-defined but still meaningful educational objectives like equality, mobility, success with exceptional children, and attainment of certain minimum levels of skills. Tables reflecting the author's research are included. (Author/SE)

ED 096 332 TM 003 925
Schwartz, Sydney L. Mott, Johanna K.
Two Coding Systems to Describe Teaching Behavior and Pupil Behavior: A Gestalt Approach to Teaching.
Pub Date [Apr 74]
Note—40p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974). For a related document, see TM 003 866
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Classroom Observation Techniques, *Codification, Early Childhood Education, Student Behavior, *Student Teacher Relationship, *Student Teachers, Teacher Behavior, Teacher Education, Teacher Evaluation, Teacher Role, *Teaching Techniques, Video Tape Recordings
Identifiers—Pupil Behavior Form, Teacher Behavior Form
The objective of the project was to develop two coding systems, one on teaching strategies and one on pupil involvement in classroom activities. Videotape sequences served as test data for refining the categories. Codings were analyzed for clustering of teaching behaviors into teacher roles and relationships between teacher behavior and pupil behavior. Coded samples of trainees' early teaching sequences were compared to later sequences to identify change in teaching performance. The two coding systems offer a viable means for describing teaching-learning behavior in a gestalt, thereby laying a foundation for agreement on performance-competence criteria. The appendix includes a sample Teacher Behavior Form and Pupil Behavior Form. (Author/SE)

ED 096 333 95 TM 003 939
Worrell, Fernando
Analysis of Objective Attainment in a System-Based E.S.E.A. Bilingual-Bicultural Summer Preservice Workshop.
Riverside County Superintendent of Schools, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date [74]
Note—91p.
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—*Biculturalism, *Bilingual Education, *Evaluation, *Inservice Programs, Instructional Materials, Objectives, *Preservice Education, Summer Workshops, Teacher Centers, Teaching Methods
Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, *Project Unidos, Riverside County California Schools
Project Unidos is an E.S.E.A. Title VII Bilingual/Bicultural program in Riverside County, California. The project is responsible for the organization and administration of inservice and preservice programs for approximately 43 certified teachers and 43 classified instructional assistants. This is the final evaluation report on a series of summer preservice workshops conducted during a 14-day period. The report is organized and written to serve as an organizational and evaluative model for the development of future Title VII pre- and inservice programs. The model encompassed three large general stages with six organizational phases. The preoperational stages were preassessment, setting of goals and objectives, and final assessment. The operational stage consisted of implementation. The evaluation stage consisted of evaluation and feedback to staff. Section 2 includes scores for the participating personnel on a questionnaire evaluating the workshop. Included in the appendix are the Needs Assessment Instrument and its results, the evaluation instrument used in the workshop, and the 1974 Summer Preservice Workshop Agenda. (Author/RC)

ED 096 334 TM 003 940
Evans, Charles L.
A Comparison of "Continuous Progress" and "Traditional" Classes in Three Middle Schools.
Fort Worth Independent School District, Tex. Dept. of Research and Evaluation.
Pub Date Jul 73
Note—103p.
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—Academic Achievement, *Comparative Analysis, *Continuous Progress Plan, *Conventional Instruction, Individualized Instruction, *Mathematics Instruction, *Middle Schools
The purpose of the study was to compare the math skills developed by students in two types of classrooms: "continuous progress" and "traditional." Data were collected through the use of tests, teacher questionnaires, and classroom observation. The data are supportive of "continuous progress" classes. Students in that setting outscored their counterparts in "traditional" classes on end-of-the-year mathematics tests. There was some evidence, however, that benefits of "continuous progress" classes did not accrue to students with poorly developed mathematics or reading skills. Process data suggests that the instructional staff examine the "continuum packet" model to insure that it does not foster (1) an undue focus on mechanical mathematics skills in contrast to problem-solving skills or (2) a methodical instructional setting that might lack motivational features for students. (Author)

ED 096 335 TM 003 941
Schwartz, Howard P.
Testing for Instructional Purposes: Norm Referenced--Criterion Referenced.
Pub Date [74]
Note—12p.; Paper presented at the State Convention of the Kansas Personnel and Guidance Association
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Comparative Analysis, *Criterion Referenced Tests, Educational Assessment, Educational Needs, Instruction, *Norm Referenced Tests, Test Reliability
Distinction between norm referenced and criterion referenced tests are explored in relationship to underlying philosophy and intent. In considering the use of a criterion referenced test for instructional purposes, consideration is given to: specification of objectives, item content and selection, reliability, and needs assessment. (Author)

ED 096 336 TM 003 942
Fisher, Evelyn M.
Role Relationships Between Researchers and Policymakers.
Pub Date [Apr 74]
Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Behavioral Sciences, *Decision Making, Educational Research, *Interprofessional Relationship, Research, *Researchers, *Research Utilization, Social Sciences
This paper explores attempts which have been made to close the gap between researchers and policymakers in the social and behavioral sciences. The traditional role of the researcher is viewed as being isolated from attempts to apply research to the world of action. Methods to alleviate this situation are discussed. Educational research and development centers are cited as the most conducive to a good working relationship between researcher and policymaker, essentially because the researcher has an obvious potential recipient for his work. There is a need for superstructural levels where knowledge input could be integrated into long range planning and experimentation. (SE)

ED 096 337 TM 003 943
Hansen, Jo-Ida C.
Coding Occupations According to Holland's Vocational Theory.
Pub Date [Apr 74]
Note—14p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (New Orleans, Louisiana, April 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Codification, *Interest Tests, *Occupational Choice, Occupational Guidance, Sex Differences, *Vocational Interests
Identifiers—*Holland Theory of Occupational Types
The revision of the Strong Vocational Interest Blank (SVIB), the Strong-Campbell Interest Inventory (SCII), introduces Holland's theory of occupational types into the empirical structure of the SVIB. Emphasis on Holland's theory is evident throughout the SCII profile. Empirical coding of occupations was accomplished by: (1) scoring each of the occupational samples on the Holland scales; (2) correlating the Occupational Scales, the Basic Interest Scales, and the General Occupational Theme Scales; and (3) typing each occupation according to its highest General Theme scores while simultaneously considering the scale intercorrelations. The coded occupations were ordered on the new SCII profile in congruence with Holland's hexagonal model--Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Most of the Occupational

Scales ordered themselves around the perimeter of the hexagon according to Holland's theory. Occasionally, occupations fell into unusual categories, emphasized differences in code-types for men and women, or resisted easy categorization. The exploration of these unusual occurrences is useful for counselors and clients who wish to gain more information about vocational interests. (Author/RC)

ED 096 338 TM 003 944
Kaplan, Martin F.
Evaluative Judgments Are Based on Evaluative Information: Evidence Against Meaning Change in Evaluative Context Effects.
Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date [May 74]
Note—17p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (May 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Context Clues, *Evaluation, *Individual Characteristics, *Semantics, Testing Problems

Trait adjectives have both evaluative and denotative meanings. Evaluation of a trait varies with the context of other traits attributed to the person. The meaning-change interpretation suggests that denotative change in trait meaning underlies evaluative change. The evaluative-halo interpretation attributes context effects of single trait ratings to an amalgamation of trait and person evaluation. Two experiments contrast these interpretations. In the first, context effected judged implication of traits even where judgments were made to semantic scales which were denotatively unrelated to the test word. In the second experiment, test words were paired with contexts which either did, or did not, denote an aspect of the test word. Magnitude of context effects was not influenced by test-context denotative relationship. Context evaluation alone affected trait evaluative ratings. Judgment appears to be influenced by the aspects of traits falling on the judgment dimension. Evaluative judgments are based on evaluative meanings. (Author)

ED 096 339 TM 003 945
McBride, James R. Weiss, David J.
A Word Knowledge Item Pool for Adaptive Ability Measurement. Research Report No. 74-2.
Minnesota Univ., Minneapolis. Dept. of Psychology.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Pub Date Jun 74
Note—92p.
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—College Students, Internal Scaling, *Item Analysis, *Item Banks, Norms, *Test Construction, *Vocabulary Skills
Identifiers—*Adaptive Ability Measurement, Computer Assisted Testing

A series of four vocabulary norming tests was used to develop a large, homogeneous pool of vocabulary test items for use in computer-administered adaptive testing research. Five hundred seventy-five unique vocabulary knowledge items were divided among the four norming tests, and administered to separate groups of college undergraduates. Norming tests were administered by computer or paper and pencil in fixed and random order. Analyses showed no effects due to item order or mode of administration. Item difficulty and discrimination indices of both the classical test model and the normal ogive item model were derived on the norming data. On the basis of item analysis results, 369 items were selected as satisfactory for the adaptive testing item pool. Factor-analytic studies of subsets of the 369 items confirmed the assumption of unidimensionality of the selected item pool. On the basis of known technical limitations in the research and the unique problems of developing item pools for adaptive testing, an outline was developed for the design of future norming studies specifically intended to develop large homogeneous pools of test items for use in computer-administered adaptive ability measurement. (Author)

ED 096 340 TM 003 946
Sharon, Amiel T. And Others
Planning the Development of Measurement and Evaluation Services for Use in Occupational Programs at Postsecondary Institutions. Final Report.
Educational Testing Service, Princeton, N.J.
Report No—ETS-PR-74-16
Pub Date Jul 74
Note—58p.; For a related document, see ED 093 966
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Accounting, Agribusiness, Child Care Occupations, *College Credits, Data Processing, Electronic Technicians, *Equivalency Tests, Evaluation Needs, Law Enforcement, Management, *Occupational Tests, *Post Secondary Education, Secretaries, *Special Degree Programs, Vocational Education
Identifiers—*Occupational Competency Assessment

The purpose of this study was to obtain information that will make it possible to plan for the development of occupational competency assessment procedures in a rational manner, based on the expressed needs of occupational educators and employers. Eight fields were selected for scrutiny: Accounting, Agribusiness, Data Processing, Day Care, Electronics Technology, Management, Police Science, and Secretarial Science. Specifically the study attempted to: (1) verify and delineate the existence of needs for measurement and evaluation services appropriate for community colleges and other postsecondary institutions concerned with occupational training; (2) ascertain the extent to which assessment needs are being met with existing evaluation measures; (3) specify the areas in which there are unmet needs for evaluation services; (4) develop suitable approaches for devising the needed measures; (5) evaluate the process for the entire project to determine specifically if it is a feasible model for developing measurement and evaluation services in other areas of postsecondary education. (Author/RC)

ED 096 341 95 TM 003 947
Levinthal, Charles F.
An Analysis of the Teacher Evaluation Process. Final Report.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Bureau No—BR-2-B-089-FR
Pub Date 15 May 74
Grant—OEG-2-2-2B089
Note—80p.
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—Analysis of Variance, *Behavior Rating Scales, Evaluation Techniques, Student Evaluation, *Teacher Behavior, *Teacher Evaluation, Teacher Rating, *Validity
Identifiers—*Discrepancy Analysis

In a single questionnaire, students reported their ideal frequency of occurrence (I-scores) for common teaching behaviors, the observed frequency of occurrence (0-scores), their evaluation of an "outstanding" to "poor" scale for each behavior expressed as a teaching attribute (E-score), and their overall evaluation of the instructor. A discrepancy score (D-score) was computed for each student as the absolute difference between the I-score and 0-score for each behavior. The data showed that I-score responses were variable among student respondents, but that the distribution of I-scores did not substantially vary with respect to either course content, course level, sex of student, anticipated grade, or overall evaluation of the teacher. The discrepancy hypothesis would predict significant D-score vs. E-score correlations in the overall population and also for each I-score subpopulation (defined by their I-score response toward a given behavior). Correlations were significant for only those having an I-score at an extreme end of the frequency scale, suggesting that a strict discrepancy process is not being used by all student raters. Alternative hypotheses are discussed. (Author)

ED 096 342 TM 003 948
DeVine, M. D. And Others
The Environmental Deprivation Scale (EDS): The Role of Environmental Factors in the Analysis and Prediction of Criminal Behavior and Recidivism.
Rehabilitation Research Foundation, Montgomery, Ala.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Report No—DLMA-21-01-73-38-8
Pub Date 31 May 74
Note—28p.; For a related document, see TM 003 890
Available from—National Technical Information Service, Springfield, Virginia 22151 ($3.00)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Adjustment (to Environment), Correctional Rehabilitation, Environmental Influences, Interpersonal Relationship, Interviews, Item Analysis, *Predictive Validity, Prisoners, *Recidivism, Socially Deviant Behavior, Statistical Analysis, *Tests
Identifiers—*Environmental Deprivation Scale

This report deals with the further validation of the Environmental Deprivation Scale (EDS) as a predictor of criminal behavior and recidivism. The EDS measures the degree of supportive environmental input through 16 items assessing occupation, organizational activities, and interpersonal relationships. The data were obtained in behavioral interviews with 128 prison releasees and validated against the Law Encounter Severity Scale, a five-part continuous criterion of criminal behavior. The EDS was found to be highly predictive of law encounters in terms of total score, clusters of items, and individual items. The results indicate the interpersonal relationships may provide the most important contribution to successful postrelease adjustment. The Maladaptive Behavior Record (MBR) and Weekly Activity Record (WAR), response counterparts of the EDS which measure an individual's behavior in response to his environment, correlate moderately with the EDS. (NTIS/RC)

ED 096 343 TM 003 949
Larkin, Kevin C. Weiss, David J.
An Empirical Investigation of Computer-Administered Pyramidal Ability Testing. Research Report No. 74-3.
Minnesota Univ., Minneapolis. Dept. of Psychology.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Pub Date Jul 74
Note—70p.
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—*Aptitude Tests, College Students, *Computers, Item Banks, Psychology, *Pyramid Organization, Scoring Formulas, *Sequential Approach, *Test Construction, Testing, Test Reliability
Identifiers—*Tailored Testing

Three pyramidal adaptive tests and a conventional peaked test were constructed and administered by computer to two groups of students enrolled in undergraduate psychology courses. Six methods of scoring pyramidal tests were evaluated with respect to score distributions, stability, and the degree of relationship among scoring methods and between pyramidal scoring methods and scores on the conventional test. For both the pyramidal tests and the conventional test, score distributions were platkurtic and positively skewed. Two methods of scoring the pyramidal tests consistently used an equal or greater proportion of the range of possible scores then the conventional test. The 15-stage pyramidal tests showed test-retest correlations which were only slightly lower than that for the 40-item conventional test. However, when the effects of memory were considered, the pyramidal strategy yielded more stable ability estimates than conventional tests of equivalent length. The correlation between pyramidal test scores and those on conventional tests ranged from .82 to .86. One pair of scoring methods was found to be perfectly correlated for properly constructed pyramidal tests; a second pair correlated almost perfectly. (Author/SE)

ED 096 344 95 TM 003 950
Tallmadge, G. Kasten Horst, Donald P.
A Procedural Guide For Validating Achievement Gains in Educational Projects. RMC Report No. UR-240.
RMC Research Corp., Los Altos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Report No—UR-240
Pub Date May 74
Contract—OEC-0-73-6662
Note—89p.
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—*Academic Achievement, Criterion Referenced Tests, *Educational Programs, *Evaluation, *Models, Norm Referenced Tests, *Program Effectiveness, Research Design, Standardized Tests, Statistical Analysis
The orientation of this report is that of identifying educational projects which can be considered truly exemplary. The bulk of the report consists of a 23-step procedure for validating the effectiveness of educational programs using existing evaluation data. It is not intended as a guide for conducting evaluations but rather for interpreting data assembled by others using a wide variety of experimental and quasi-experimental designs. As such, its coverage is not restricted to "good" designs. It encompasses all of the commonly employed evaluation models. The report is concerned with deficiencies and hazards of various designs with emphasis on the weaker ones which, as it happens, are also the most feasible in real-world settings, the least costly, and the most commonly used. The appendixes contain project selection criteria worksheets, information regarding norm-referenced versus criterion-referenced tests, estimation of treatment effect from the performance of an initially superior comparison group, effects of noncomparable testing dates on experimental group versus norm group comparisons, and problems using grade-equivalent scores in evaluating educational gains. (Author/RC)

ED 096 345 TM 003 951
Lovinger, Robert J. And Others
Factor Analysis of Intellectual Performance in Disadvantaged Negro Adolescents.
Pub Date Feb 66
Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, February 1966)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—*Achievement Tests, Adolescents, Disadvantaged Youth, *Factor Analysis, Grade 7, *Intelligence Differences, *Intelligence Tests, Nature Nurture Controversy, *Negro Youth
Identifiers—Metropolitan Achievement Test, Wechsler Intelligence Scale for Children
The Wechsler Intelligence Scale For Children (WISC) and the Metropolitan Achievement Test (MAT) were administered to seventh graders in a New York City school located in a depressed area with a Negro population approaching 100 percent. Full scale and subtest scores were analyzed. A factor analysis of the WISC, MAT, and the two scales combined was conducted using an oblique rotation. Data from this analysis are presented and compared to those obtained in a 1959 investigation using the original WISC standardized population. The hypotheses that the present sample has a basically different intellectual structure from that of the normative group was not supported. The effects of disadvantage seem to be evident in the pattern of high and low subtest means, in which the lowest means are on two subtests (Information and Vocabulary) which are both highly open to cultural and educational influence, and also the best subtests for predicting the academic performance of the group. (Author/RC)

ED 096 346 95 TM 003 952
Page, Ellis B. Breen, Thomas F., III
Seeking a Measure of General Educational Advancement: The Bentee. Final Report.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
Bureau No—BR-2-A-014
Pub Date Dec 73
Grant—OEG-1-72-0004
Note—100p.
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—*Academic Achievement, *Educational Assessment, Educational Development, *Educational Needs, Educational Planning, High School Curriculum, Management Systems, Objectives, Operations Research, *Social Values
Identifiers—*Bentee
Education suffers from the lack of any common measure of overall educational advancement, related in some clear way to the objectives of society. The present study proposes such a measure in the "bentee" (standing for benefit T-score) and provides evidence about its utility and form. Creation of a general "bentee" permits the design of a tree of values, leading by clearly defined steps from the highest values of society to the lowest, most directed, and definable objectives and test items. The mathematics of such a tree is analyzed, permitting the tracing of any subarea of performance in terms of its overall value. Two methods of assigning values, at a given level of the tree, are compared experimentally, using 101 sample judges from two regions of the U. S. It was found that the values had clear and consistent rank orders when group means were considered; that the less elaborate token methods served as well as the latest technique; that the relative values for boy high-school seniors were only slightly different from those judged for girls; and that educators did not differ, as a group, from noneducators in their assigned values. Individuals, however, differed enormously from one another in their appraisal of educational values. (Author)

ED 096 347 TM 003 953
Lunneborg, Patricia W.
Interpreting SCII Other-Sex Scores. Project No. 275.
Washington Univ., Seattle. Bureau of Testing.
Report No—EAC-P-275
Pub Date Jul 74
Note—22p.
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Correlation, *Interest Scales, Scores, *Sex Differences, *Test Interpretation, *Vocational Counseling, *Vocational Interests
Identifiers—*Strong Campbell Interest Inventory, Strong Vocational Interest Blank
To further understanding of the meaning of other-sex scores on the New Strong-Campbell Interest Inventory, correlations of occupational scores on both forms of the old SVIB with masculinity were studied in a sample of 116 female counseling clients. Differences in mean scores for scales appearing on both forms were highly related to the masculinity of the people in those occupations compared to others of the same sex. Recommendations are included for using MF scores to guide clients faced with "very similar" scores on occupational tests normed on the other sex. Data tables describing correlation and intercorrelation among the scales are included. (Author/SE)

ED 096 348 TM 003 955
Bryant, Edward C. And Others
Associations Between Educational Outcomes and Background Variables: A Review of Selected Literature.
Westat Research, Inc., Rockville, Md.
Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date 74
Note—216p.; For a related document, see TM 003 956
Available from—Westat, Inc., 11600 Nebel Street, Rockville, Maryland 20852 ($4.00)
EDRS Price MF-$0.75 HC-$10.20 PLUS POSTAGE
Descriptors—*Academic Achievement, Aspiration, *Background, *Data Analysis, Education, Educational Assessment, *Environmental Influences, Expectation, Income, *Literature Reviews, Motivation, Occupations, Performance Factors, Relationship, School Environment, Self Concept, Socioeconomic Status, Student Attitudes, Student Characteristics
Identifiers—*Educational Outcomes, National Assessment of Educational Progress
The literature is reviewed that addresses the association between background factors and educational outcomes. After completing the review, Westat, Inc. issued this report which synthesizes the literature into correlates of academic performance and outcomes other than academic achievement. The former considers such background variables as socioeconomic status, personal characteristics of students, school variables, attitudes, motivations, self-perception, aspirations, intentions, and expectations. The latter discusses the relation of background factors to education, occupation, and income; considers socioeconomic status, ability, and attendance at college; looks at job experience as an outcome of education; and studies attitudes and motivations. Summaries of both sections appear, and a section detailing the report's conclusions and an epilogue describing the methodology used in relating background variables to outcomes are included. (SE)

ED 096 349 TM 003 956
Bryant, Edward C. And Others
Associations Between Educational Outcomes and Background Variables: A Review of Selected Literature. Appendix.
Westat Research, Inc., Rockville, Md.
Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date 74
Note—163p.; For a related document, see TM 003 955
Available from—Westat, Inc., 11600 Nebel Street, Rockville, Maryland 20852 ($2.00)
EDRS Price MF-$0.75 HC-$7.80 PLUS POSTAGE
Descriptors—*Academic Achievement, *Background, Bibliographies, *Education, Educational Assessment, *Environmental Influences, *Literature Reviews, Relationship, Student Characteristics
Identifiers—*Educational Outcomes, National Assessment Of Educational Progress
Two hundred and thirty-two articles, research reports, graduate dissertations, and books, published between 1953 and 1973, are listed in this bibliography for scholars, educators, and researchers. The bibliography is a supplement to a report concerning the association between educational outcomes and background variables. A wide range of studies is listed, including investigations of personal, attitudinal, and environmental factors which affect educational outcomes, and several statistical studies of educational outcomes and background variables are highlighted. The relevance of thise studies to the objectives of the National Assessment of Educational Progress is emphasized. (Author/SE)

ED 096 350 TM 003 964
Comrey, Andrew L. And Others
A Sourcebook for Mental Health Measures.
Human Interaction Research Inst., Los Angeles, Calif.
Spons Agency—National Inst. of Mental Health (DHEW), Chevy Chase, Md. National Clearinghouse for Mental Health Information.
Pub Date 73
Note—435p.; This book incorporates the final report of MH 19661, A Taxonomy of Data-Collecting Devices
Available from—Human Interaction Research Institute, 10889 Wilshire Boulevard, Suite 1120, Los Angeles, California 90024 ($2.50)
EDRS Price MF-$0.75 HC-$21.00 PLUS POSTAGE
Descriptors—Adjustment (to Environment), Adults, *Annotated Bibliographies, Attitude Tests, Background, Cognitive Tests, Counseling, Crime, Delinquency, Diagnostic Tests, Drug Abuse, Family (Sociological Unit), Geriatrics, Handicapped, Marriage, *Mental Health, Parents, Personality Tests, Psychological Tests, Racial Attitudes, Rating Scales, Rehabilitation, Student Attitudes, Suicide, Teachers, *Tests, Vocational Adjustment
Identifiers—*Test Bibliographies
This sourcebook of mental health related psychological measures consists of approximately 1,100 abstracts. Each of these abstracts provides certain identifying information followed by a brief description of a questionnaire, scale, inventory, test, or other measuring device. Abstracts have been classified and grouped into 45 clusters of instruments sharing a similar purpose, character, or both. Each entry is divided into two major sections. The first section provides identifying information in the following order: (1) title of measuring instrument; (2) source of instrument (article, book, mental health, etc.); name(s) of instrument author(s); and (4) address of the author. The second section is a 200-300 word description of the instrument. Instructions for obtaining a copy

of the instrument are presented at the end of each abstract. An author and title index are included. (Author/SE)

ED 096 351 TM 003 967
Goodwin, William L.
The Laboratory of Educational Research (LER) 1966-1973.
Colorado Univ., Boulder. Lab. of Educational Research.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Pub Date 73
Note—84p.; For related documents, see TM 003 968-973
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors—*Doctoral Programs, *Educational Research, *Graduate Students, Models, *Program Evaluation, *Summative Evaluation, Training Laboratories, Training Techniques
The first section of this document presents an historical overview of the Laboratory of Educational Research (LER) Program of the University of Colorado during the years 1966 to 1973. This section describes the conception and objectives of the LER Program, its implementation, the nature of its faculty and students (including the employment pattern of those students who have graduated from the program), and its funding support levels. Section 2 describes the LER Training Model and discusses staff, university support, student quality and requirements, a detailed description of the program's curriculum, and various changes which have been made in the program. Section 3 is a summative evaluation of the LER Program. It discusses the effects of the program on the University of Colorado, its faculty and its students, effects on LER students, overall effects of the LER training program, and LER's strengths, weaknesses, and future. The questionnaire which was sent to the program's students for the purpose of evaluating LER and the interview form which was used in questioning staff are included as an appendix. The report also contains a number of tables which summarize the data collected during the evaluation. (Author/SE)

ED 096 352 TM 003 968
Goodwin, William L., Comp.
Evaluation Instruments for Research Training Programs.
Colorado Univ., Boulder. Lab. of Educational Research.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Pub Date [73]
Note—56p.; For related documents, see TM 003 967-973
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
Descriptors—Doctoral Programs, *Educational Researchers, *Graduate Students, Internship Programs, *Interviews, *Questionnaires, *Tests, Training Laboratories
This document contains instruments used in the yearly evaluations of the Laboratory for Educational Research (LER) of the University of Colorado between 1966 and 1970. It also includes the instruments used for the summer 1973 LER Summative Evaluation. The purpose of the evaluation was to determine the effectiveness of this research training program according to the perceptions of different audiences. The instruments included questionnaires and interviews forms which were administered to past and present students of the LER program, faculty of the school of education, faculty of LER, and clients of LER. (Author/SE)

ED 096 353 95 TM 003 969
Kretke, George L. *Hopkins, Kenneth D.*
User's Guide and Orientation to Canned Computer Programs.
Colorado Univ., Boulder. Lab. of Educational Research.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Pub Date Feb 73
Note—32p.; For related documents, see TM 003 967-973
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Autoinstructional Aids, *Computer Programs, *Computer Science Education, *Guides, *Programing, Researchers, Statistical Analysis
This handbook is for the student with little or no previous experience with computer utilization for data processing. Sample problems to be run on the computer are included. It gives: (1) an overview of the sequence of steps from obtaining data to receiving computer output, (2) a guide to common computer packages, (3) an illustration of the use of systems cards, (4) discussion and exercises on writing variable format cards, (5) coding considerations, (6) the rationale and illustrations of the use of transgeneration cards, and (7) an appendix of related descriptive materials. The book is designed to ease the transition form a nonuser to user of standard library (canned) computer programs--programs that satisfy most of the researcher's needs. The book is designed for the user who has access to a computer facility that has the BMD and/or other standard library packages. One section of this book is not entirely generalizable to other computer installations since system cards are indiosyncratic. Those employed illustrate the CDC 6400 system at the University of Colorado. (Author/SE)

ED 096 354 95 TM 003 970
Glass, Gene V.
Exercises in Evaluation of a Large-Scale Educational Program.
Colorado Univ., Boulder. Lab. of Educational Research.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Pub Date Nov 73
Note—119p.; For related documents, see TM 003 967-973
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—*Autoinstructional Aids, *Graduate Students, Guides, *Program Evaluation, Summative Evaluation, Test Construction, *Trainees
Identifiers—Elementary and Secondary Education Act Title I, ESEA Title I
This workbook is designed to serve as training experience for educational evaluators at the preservice (graduate school) or inservice stages. The book comprises a series of exercises in the planning, execution, and reporting of the evaluation of a large-scale educational program in this case Title I of the Elementary and Secondary Education Act of 1965. The exercises are based on actual data and strategies employed in the evaluation of Title I by the Bureau of Elementary and Secondary Education, U.S. Department of Education, for fiscal year 1969. The workbook is a series of related paper and pencil exercises with colateral reading materials, which can be utilized both in supervised and self-instructional modes. The trainee reads the background materials, then is led through a series of exercises. Enclosed packets include background material, evaluation schema, and questionnaires. (Author/SE)

ED 096 355 95 TM 003 971
Hopkins, Kenneth D.
Instructional Module on the Analysis of Covariance.
Colorado Univ., Boulder. Lab. of Educational Research.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Pub Date Sep 73
Note—32p.; For related documents, see TM 003 967-973
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—*Achievement Tests, *Analysis of Covariance, *Autoinstructional Aids, Educational Researchers, Graduate Students, *Guides, *Problem Sets, Research Design, Validity
The purpose of this training workbook is to provide the user with an understanding of Analysis of Covariance (ANCOVA) sufficient to allow him to identify situations in which it can increase the credibility and the statistical power of the analysis. The module provides a conceptual, nonmathematical overview of the purposes of ANCOVA. The assumptions underlying the use of ANCOVA and the consequences of their violation are summarized. An illustrative ANCOVA problem is employed to graphically illustrate how ANCOVA removes bias and increases statistical power. A self-instructional problem set is included as illustration and reinforcement for the learner. The module concludes with a mastery test. The workbook is designed for students in intermediate statistics and experimental design courses and for research and evaluation personnel, especially those being trained on the job. The book requires familiarity with simple regression and one-factor analysis of variance. (Author/SE)

ED 096 356 95 TM 003 972
Hopkins, Kenneth D. *Anderson, Beverly*
Instructional Module on Multiple Comparison Techniques in Research: A Guide for Selecting the "Method of Choice".
Colorado Univ., Boulder. Lab. of Educational Research.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Pub Date Sep 73
Note—40p.; For related documents, see TM 003 967-973
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Achievement Tests, Autoinstructional Aids, *Comparative Analysis, Educational Researchers, Graduate Students, Guides, *Hypothesis Testing, Research Design, *Research Methodology, *Statistics
The purpose of this module is to provide the researcher and the consumers of such research with a recognition of the assumptions and appropriate use and interpretation of each of 10 multiple comparison (MC) statistical techniques. In this self-contained and self-instructional module, the user is sensitized to the serious consequences of inappropriate multiple comparison use by employing all MC methods to the same data. He then is introduced to the criteria for selecting the best MC method for a given purpose. Computational considerations follow with self-instructional exercises and mastery tests. A familiarity with the t-test and one-factor analysis of variance is required. (Author/SE)

ED 096 357 95 TM 003 973
Hopkins, Kenneth D.
Instructional Module on Regression and the Matching Fallacy in Quasi-Experimental Research.
Colorado Univ., Boulder. Lab. of Educational Research.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Pub Date Sep 73
Note—24p.; For related documents, see TM 003 967-972
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Achievement Tests, *Autoinstructional Aids, Educational Research, Guides, Matched Groups, Mentally Handicapped, *Multiple Regression Analysis, *Research Design, Researchers, *Research Problems, Statistical Analysis, Validity
This self-contained and self-instructional unit is intended for use by evaluation and development personnel and by students in introductory research and evaluation courses. The unit contains a discussion of the regression employing graphic illustrations with actual data. The user is introduced to the regression effect in the single group pretest-posttests design, after which he responds to mastery test instructional exercises. The second part illustrates how the regression effect confounds the matched-pair type of design and this, too, is followed by mastery test instructional exercises. The user should be familiar with the basic statistical concepts of mean, standard deviation, correlation, and z-scores. (Author/SE)

ED 096 358 TM 003 974
Warden, Paul G. *Prawat, Richard S.*
Cognitive Maps of High and Low SES, Black and White Children.
Pub Date [Apr 74]
Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)
EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE
Descriptors—Caucasians, *Cognitive Ability, Grade 8, Males, Negroes, *Racial Differences, *Social Differences

Identifiers—*Cognitive Maps

Aptitude and achievement subtest scores (Ohio Survey Test) of 181 male eighth grade students were factor analyzed. Subjects were classified into four groups on the basis of ethnicity (black and white) and socioeconomic status (SES) (low and middle). Performance on nine tests developed by Guilford, as well as students' grade point averages in language arts, mathematics, history, science, and art were included in the factor analysis. It was found that the integration of mental abilities apparently varies as a function of social class and race. "Cognitive maps" of the higher performing youngsters (middle and low SES whites) contain fewer, more inclusive, intellectual factors than those of the lower performing youngsters. (Author)

ED 096 359 95 TM 003 975

Greenberger, Ellen And Others

The Measurement and Structure of Psychosocial Maturity. Report No. 170.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Mar 74

Contract—NE-C-00-3-0113

Note—73p.; For a related document, see TM 003 976

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—Elementary School Students, Factor Analysis, Factor Structure, Item Analysis, *Models, Rating Scales, Secondary School Students, Socialization, *Social Maturity, *Test Construction, Test Reliability, *Tests

Identifiers—Psychosocial Maturity, *Psychosocial Maturity Scales

This paper reports progress in the development of a new Psychosocial Maturity Inventory. The subscales assess Self-reliance, Work Orientation, and Identity--theoretically, aspects of Individual Adequacy; Communication Skills, Knowledge of Major Roles, and Enlightened Trust--conceptualized as aspects of Interpersonal Adequacy; and Social Commitment, Tolerance, and Openness to Socio-political Change--viewed as aspects of Social Adequacy. Using a sample of 2,568 students divided among grades 5, 8, and 11, a single subscale of each trait was developed for use at all three grade levels. Kuder Richardson Formula 8 estimates of subscale homogeneity are presented, along with data demonstrating the relationship of each subscale to Social Desirability scores, to measures of three divergent traits, nd to chronological maturity (grade level). The validity of the conceptual model of psychosocial maturity, i.e., the arrangement of traits into three groups reflecting different types of adequacy, is tested empirically by (1) analysis of subscale intercorrelations, (2) hiearchical factor analysis of items, and (3) principal components analysis of subscale scores. (Author)

ED 096 360 95 TM 003 976

Josselson, Ruthellen And Others

On the Validity of the Psychosocial Maturity Scales: Relationship to Teacher Ratings. Report No. 171.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Mar 74

Contract—NE-C-00-3-0113

Note—15p.; For a related document, see TM 003 975

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Rating Scales, *Social Maturity, *Student Behavior, *Student Evaluation, *Tests, *Test Validity

Identifiers—Psychosocial Maturity, *Psychosocial Maturity Scales

This study attempts to provide evidence for the criterion validity of the Psychosocial Maturity (PSM) scales. Students' scores on the nine PSM scales were related to teachers' ratings of student PSM-related behavior. All scales except Trust significantly differentiated students rated high on PSM-related traits from students not rated high. Only two of the scales, Change and Social Commitment, showed significant differences between those students rated low and those not rated low. Two possible explanations are advanced for the greater sensitivity of the scales to teacher-rated presence of PSM traits than to teacher-rated absence of these traits in children. (Author)

ED 096 361 TM 003 977

Kroeker, Leonard P.

A Design Selection Procedure.

Pub Date [Apr 74]

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—*Analysis of Covariance, *Analysis of Variance, Hypothesis Testing, *Research Design, *Sampling, Statistical Analysis

The problem of blocking on a status variable was investigated. The one-way fixed-effects analysis of variance, analysis of covariance, and generalized randomized block designs each treat the blocking problem in a different way. In order to compare these designs, it is necessary to restrict attention to experimental situations in which observations are collected within a fixed-effects generalized randomized block framework. An analytical technique was developed to aid a researcher in choosing one of these three designs. The technique is based on the criterion of maintaining power against particular treatment main effect non-nullities, at certain specified levels. (Author)

UD

ED 096 362 UD 014 485

Jablonsky, Adelaide, Comp.

Dropouts: An Annotated Bibliography of Doctoral Dissertations. ERIC-IRCD Doctoral Research Series, No. 8, August 1974.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Aug 74

Contract—OEC-0-9-420088-2329

Note—126p.

EDRS Price MF-$0.75 HC-$6.60 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, *Doctoral Theses, *Dropout Characteristics, Dropout Identification, Dropout Prevention, Dropout Problems, Dropout Programs, Dropout Rehabilitation, *Dropout Research, *Dropouts, Organizational Climate, School Holding Power, School Organization, Teacher Influence

This annotated bibliography is the eighth in the Doctoral Research Series. It encompasses doctoral research on "Dropouts" reported in "Dissertation Abstracts International" from 1965 through June 1973. The citations are arranged in the following categories: Dropout Prediction; Dropout Prevention (Work Study Programs, Other Vocational Programs, Counseling Programs, and Other Programs); Characteristics of Dropouts; Characteristics of Potential Dropouts; and School Climate and Teacher Influence on School Holding Power. Under these categories, citations are presented in order of year of completion. Where a number of citations appear in a category and in the same year, they are arranged in alphabetical order by name of author. A subject index, an author index, and an institution index are appended. (RJ)

ED 096 363 UD 014 523

McLaughlin, Milbrey Wallin

Evaluation and Reform: The Elementary and Secondary Education Act of 1965, Title I.

Rand Corp., Santa Monica, Calif.

Spons Agency—Harvard Univ., Cambridge, Mass. Center for Educational Policy Research.

Report No—R-1292-RC

Pub Date Jan 74

Note—136p.; Study based on doctoral dissertation for Graduate School of Education, Harvard University, 1972

Available from—Rand Corp., Santa Monica, California 90406 (Price not quoted)

Document Not Available from EDRS.

Descriptors—Compensatory Education, Educational Accountability, Educational Administration, *Educational Change, Educational Legislation, Evaluation Needs, Federal Government, Federal Laws, *Policy Formation, *Program Evaluation, *Public Policy, Social Action

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

It is only in recent years that educational evaluation has become institutionalized. The present spate of reporting and the accepted belief in the necessity to evaluate can be traced to the 1965 passage of the massive Elementary and Secondary Education Act--the first major social legislation to mandate project reporting. This case study in policy research examines the congruence between the assumptions and expectations that generated these notions of evaluation and reform and the dominant constraints and incentives in the Title I policy system. The central question of this study concerns the degree to which the expectations of reformers about the conduct and use of evaluation squared with the behavior of individuals and bureaucracies, particularly in a federal system. Senator Robert Kennedy, the principal architect of the 1965 Title I evaluation requirement, viewed mandated evaluation as a means of political accountability. Reformers of a different stripe hoped that Title I evaluation could revitalize federal management of education programs. But state and local schoolmen argued that an evaluation requirement would presage federal control of local education. This tension between proponents and opponents of evaluation characterized Title I evaluation history. (Author/JM)

ED 096 364 UD 014 525

Carter, Donald E. And Others

School Integration: An Attempt to Predict Peer Acceptance.

Pub Date Apr 74

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Academic Achievement, Classroom Integration, Intelligence Differences, *Junior High School Students, *Peer Acceptance, *Predictive Measurement, Psychological Needs, Racial Differences, Racial Integration, *School Integration, Self Concept, Sex Differences, *Urban Schools

Identifiers—New York

This study attempted to answer the following questions. Do differences in academic achievement, grade level, sex, and race influence peer perceptions of black and white students as satisfiers of needs achievement recognition and succorance? Can interracial peer acceptance be predicted from intelligence, academic achievement, attendance, age, sex, self-concept of academic ability, race, years of peer interaction, and racial composition of the classroom? The sample consisted of 322 seventh and eighth grade students from an integrated Buffalo, New York public school. In June 1972, the Self Concept of Academic Ability Scale and the modified Syracuse Scales for Human Relations were administered to 14 seventh and eight grade classes. The remainder of the information was obtained from school records. The most important finding is that race does not surface as a significant predictor variable for white social or academic acceptance. Grade point average seems to be a major determinant of acceptance, as it received the largest weight for females and was a secondary predictor for white males. Female (particularly white) acceptance was the most predictable from variables used in this study. (Author/JM)

ED 096 365 UD 014 526

An Evaluation of the ESEA Title I and State Urban Programs: Community School District, New York City Board of Education. Final Report.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date [74]

Note—177p.; Function #33-4-1653--1662 and 33-4-6402--6404

EDRS Price MF-$0.75 HC-$9.00 PLUS POSTAGE

Descriptors—African American Studies, Biculturalism, Bilingual Education, Chinese Americans, English (Second Language), Paraprofessional School Personnel, *Program Evaluation, *Reading Programs, Spanish Speaking, *State Programs, *Urban Education, Work Study Programs

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, New York City

This document covers 12 Community School District 1 ESEA Title I programs and State Urban Education porgrams. The Comprehensive Reading Program had four components. The Bilingual-Bicultural Program was funded jointly by Title I and Title VII. The Elementary Bilingual Program afforded Spanish-speaking pupils an early opportunity to experience academic success. The Chinese-English Bilingual Program provided remedial support for ethnic Chinese children. The Secondary Bilingual Program provided instruction in major course areas in Spanish while teaching English as a second language. The Paraprofessional Training Unit provided training for paraprofessionals. Homework Helper Program was assigned to five elementary and two junior high schools. The Non-Public Schools Program provided educational assistants to serve selected Title I eligible non-public pupils. Project Math was instituted in 16 elementary and 4 junior high schools. The Work -Study Reading and Math Program provided academic remediation to junior high school students. The Uplifting Skills Program served grades K-6. The Black Studies Approach to Reading and Math program focused on those black students who suffer severely from lack of positive self-esteem. (Author/JM)

ED 096 366 UD 014 530

Nieman, Ronald H. Gastright, Joseph F.

The Effects of a Three Year Inter-Racial Preschool Program on Cognitive and Social Development. (IPSIP).

Cincinnati Public Schools, Ohio. Dept. of Research and Development.

Pub Date Apr 74

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Caucasian Students, *Cognitive Development, Economically Disadvantaged, Longitudinal Studies, Negro Students, Parent Education, Preschool Children, *Preschool Programs, *Program Evaluation, Racial Integration, *School Integration, Small Group Instruction, *Social Development, Urban Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Impact of a Preschool Interracial Program, IPSIP, Ohio

The Impact of a Preschool Interracial Program (IPSIP) project, funded under Title III of the 1965 Elementary Secondary Education Act, was designed to test the hypothesis that intervening with sufficient impact in the early lives of environmentally deprived children will produce a significant, lasting effect on their cognitive and social development. The IPSIP program involved the comparison of two treatment groups with a control group. Group 1 received a full-time classroom program and the parent education program. Group 2 received only the parent education program, and Group 3 served as a control group for the other groups. Each group contained both economically advantaged and disadvantaged children and similar racial balances. The IPSIP classroom curriculum provided a planned sequence of learning events designed to impact the cognitive, social, and physical motor development of children. The parent education program provided for involving parents in the education of their children. The program provided for instruction in, and practice of behaviors which support learning. Children for the project were located in a changing community in northeastern Cincinnati. Most of the 223 children began the project at age 3 and continued through age 5. (Author/JM)

ED 096 367 UD 014 531

The Experimental Manpower Laboratory for Corrections: Progress Report on Phase V, March Through June, 1974.

Rehabilitation Research Foundation, Montgomery, Ala.

Pub Date 15 Jul 74

Note—38p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*Behavior Change, *Correctional Education, Delinquent Rehabilitation, Incentive Systems, Individualized Instruction, Industrial Education, *Laboratories, Manpower Development, Motivation, Program Development, *Reinforcement, Reinforcers, Social Reinforcement, Vocational Schools

Identifiers—*Alabama

The Experimental Manpower Laboratory for Corrections has conducted continuous experimental studies in offender rehabilitation since the lab was created in 1968. The opportunity to incorporate the findings and products from previous studies by developing a behavioral management model was provided in March 1973, when the lab began its Mount Meigs Project at the Alabama Industrial School at Mount Meigs. Development of the behavioral management model at AIS began in EMLC Phase IV, focusing on fully individualizing the academic program to provide a foundation for the planned student incentive system. Baseline data were collected through all the phases of this individualization.. The incentive system, a token economy, was then introduced in March 1974, to improve the learning rate of AIS students, as assessed by several learning measures. The study is also evaluating the relationship between social reinforcers--the personal interactions occurring during the administration of the token economy--and the more tangible reinforcers that are part of the structure of the token economy. In addition to operating the token economy, the EMLC continued its utilization/dissemination efforts during the reporting period. (Author/JM)

ED 096 368 UD 014 532

Bush, Endilee P.

Alienation and Self Ideal Discrepancy: Desegregation Effects on High School Teachers.

Pub Date Apr 74

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Adjustment Problems, High Schools, *Integration Effects, Integration Methods, Psychological Tests, *School Integration, *Secondary School Teachers, Self Esteem, Self Evaluation, Surveys, *Teacher Alienation, Teacher Attitudes, Teacher Integration, *Teacher Placement

Identifiers—Miami

This study was designed to determine the effects of teacher transfer for the purpose of achieving faculty racial balance on alienation and self-ideal discrepancy. Surveys were made of senior high school teachers from all senior high schools (grades 10-12) of Dade County, Miami, Florida, in February and June of 1970, involving 1,123 and 1,190 teachers, respectively. Rotter's Internal Versus External Control of Reinforcements scale and the Semantic Differential were used. The posttest only control group model was utilized to analyze data collected immediately after transfer and also four months after transfer. The nonequivalent control group model was used to analyze difference scores of a matched group of teachers involved in both surveys. It was found that immediately after transfer, reassigned teachers were significantly more alienated than nonreassigned teachers. Alienation scores for teachers who were reassigned were not significantly different from those of nonreassigned teachers. Immediately after transfer, the self-ideal discrepancy scores for reassigned teachers did not differ significantly from those of nonreassigned teachers. Self-ideal discrepancy gain scores for reassigned teachers were significantly greater than those of nonreassigned teachers. (Author/JM)

ED 096 369 UD 014 533

Levine, Daniel U. And Others

The Utility and Implications of 1970 Census Data in Predicting Achievement and Assessing Effects of Concentrated Urban Poverty in Chicago.

Missouri Univ., Kansas City. Center for the Study of Metropolitan Problems in Education.

Pub Date Sep 74

Note—40p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*Academic Achievement, *Census Figures, City Problems, Depressed Areas (Geographic), Economically Disadvantaged, Ghettos, *Poverty Research, *Predictive Measurement, Public Schools, Research Methodology, Statistical Analysis, Surveys, Urban Population, *Urban Schools

Identifiers—Illinois

The purpose of this report is to describe the results of a series of studies conducted on the relationships between census information and school achievement in the Chicago Public Schools. These studies were designed as an exploratory investigation to determine the extent to which grade-level achievement averages could be predicted using data from the third count (block statistics) and fourth count (tract statistics) of the 1970 Census, without including data on race or ethnicity. In particular, one of the original purposes was to determine whether evidence could be found of a differential effect on school achievement associated with concentrated urban poverty. The results of the study suggest that differences in achievement among the schools in the sample are associated with differentials in the concentration of poverty and poverty-related characteristics. Stated differently, whether poverty and its correlates are relatively concentrated (or absent) in the urban neighborhoods in the sample is related to the degree to which achievement scores in local schools are unexpectedly different than would be predicted on the basis of a linear relationship between poverty and achievement. (Author/JM)

ED 096 370 UD 014 535

Osman, David S., Comp.

The Elementary and Secondary Education Act of 1965, as Amended: Selected Annotated Bibliography, 1965-1973. [Committee Print].

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date Sep 73

Note—74p.

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, Educational Policy, *Educational Research, *Federal Laws, Federal Programs, Literature Reviews, *Program Evaluation, Public Policy, Research Reviews (Publications)

Identifiers—*Elementary Secondary Education Act, ESEA Title I, ESEA Title II, ESEA Title V, ESEA Title VII, ESEA Title VIII

The purpose of this annotated bibliography is to provide a brief description of the primary aims, findings, and recommendations of the major books, articles, monographs, and government reports which have appeared concerning the Elementary and Secondary Education Act (ESEA) of 1965, as amended, since its enactment. Considering that the combined total of newspaper stories, periodical articles, books, project reports, and research evaluations regarding ESEA and its programs numbers in the many thousands, this bibliography of necessity is extremely selective and limited. In general, works are included which have a national or regional scope and which explain, analyze, or evaluate ESEA or its programs, or make recommendations for improvements. With few exceptions, the program reports of individual states or cities, or single project evaluations or studies are not listed. Also, works which chiefly record projects or programs are not included in the bibliography. This bibliography is organized with separate sections for all the current titles of ESEA. In addition, the first section of the bibliography is for works discussing all of ESEA and for materials giving equal consideration to two or more titles. (Author/JM)

ED 096 371 UD 014 536

Eames, Edwin Goode, Judith Granich

Urban Poverty in a Cross-Cultural Context.

Pub Date 73

Note—294p.

Available from—Free Press, Macmillan Publishing Co., Inc., 866 Third Avenue, New York, New York 10022 ($8.95)

Document Not Available from EDRS.

Descriptors—*Cross Cultural Studies, Demography, Developed Nations, Developing Nations, Economic Disadvantagement, *Industrialization, Literature Reviews, *Poverty Research, Social Structure, United States History, *Urban Environment, *Urban Population

This volume is an attempt to broaden the perspective of poverty in America by making the reader more aware of the larger and more universal aspects of this problem. The first chapter, an "Introduction," argues that a very narrow view of poverty is prevalent in the U.S. In the second chapter, "Material Deprivation: An Historical View," certain aspects of traditional peasant and primitive societies are described in order to put the entire question of objective material deprivation and socially-defined poverty in perspective. In chapter 3, "The Transition to Urban-Industrial Society: The Western Case," the transition to

urban-industrial society in Western Europe, and in particular, the transformation of English society, is discussed. Chapter 4, "Material Deprivation: A Cross-Cultural View in Contemporary Developing Societies," focuses on the implications of the technological-economic revolution in the nonindustrial capitalist world. Chapter 5, "Coping Responses of the Urban Poor," attempts to show that certain behavioral responses to poverty become widespread because they are adaptive to capitalist urban-industrial poverty conditions. Chapter 6 discusses "Poverty and the American Scene." Chapter 7 includes the "Summary and Conclusions." (Author/JM)

ED 096 372 UD 014 541

Clark, Kenneth B.

The American Revolution: Democratic Politics and Popular Education.

American Enterprise Inst. for Public Policy Research, Washington, D.C.

Pub Date 24 Apr 74

Note—15p.; Distinguished Lecture Series on the Bicentennial

Available from—American Enterprise Institute for Public Policy Research, Washington, D.C. ($1.00)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Civil Rights, *Democratic Values, *Educational History, Educational Policy, Minority Groups, *Negro Education, Negro History, *Political Issues, Public Policy, Racial Integration, Racial Segregation, School Integration, School Segregation, Social Action, *United States History

Education will become the functioning instrument of a stable democracy by being in all its stages and dimensions an example of the democratic process. Within this framework, the desegregation of our schools can proceed; and with the desegregation of our schools, we can achieve that more difficult stage--the true integration of our schools. The struggle to extend American democratic ideals to the nonwhite groups in America has been continuous, albeit irregular in its progress. This struggle may be viewed as the main theme of American history. From this perspective, the following emerge as dominant qualities in American history: (1) the articulation of democratic ideals and aspirations as the foundation of the American political system provided and continues to provide a powerful basis for the struggle to realize these ideals; (2) various groups of Europeans who have migrated to America have benefitted from the American system of democracy; (3) built into the American political and educational system are safeguards against the more flagrant forms of governmental tyranny and abuse; (4) the continuous struggle of the descendants of African slaves in America to make the promises of the American democratic system real for them has not been without some significant successes; and, (5) no democratic gains achieved by black Americans have been restricted to blacks alone. These gains have strengthened democracy for all Americans. (Author/JM)

ED 096 373 UD 014 542

Pushouts: New Outcasts from Public School. A Transcript of "Options on Education," September 9, 1974.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Pub Date 9 Sep 74

Note—16p.; Transcript of a program on National Public Radio, Washington, D.C., September 9, 1974

Available from—"Options on Education," 1001 Connecticut Avenue, N.W., Room 310, Washington, D.C. 20036 (Price not quoted)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors—Administration, Administrator Attitudes, Discipline Policy, Dropouts, *Expulsion, *Federal Government, *Government Role, High School Students, *Racial Discrimination, Racism, School Integration, School Policy, *Suspension, Teacher Attitudes

"Pushouts" are victims of discriminatory discipline procedures in public schools. Pushouts first came into view with the publication of a book by the Robert F. Kennedy Memorial and the Southern Regional Council. The book is called "The Student Pushout: Victim of Continued Resistance to Desegregation." The Office for Civil Rights in the Department of Health, Education and Welfare has been collecting statistical information regarding subjective determinations based on race that enter into disciplinary actions that result in students being pushed out of schools. The figures indicate that the percentage of minorities subject to disciplinary action, suspensions, or expulsions exceed their percentages in school systems. Not every suspended student is being pushed out, of course. The disproportionate suspension statistics may actually reflect behavior. In one school district the school superintendent testified in open court that institutional racism was the reason for the disproportion. Black and other minority kids are being pushed out of schools across the country as the statistics from Dallas, Pittsburgh, Indianapolis, Boston, and Dade County, Florida, indicate. To the Office of Civil Rights and the Justice Department a disproportionate number of suspensions of minority students are "red flags," signals that something may be wrong. Whether those two federal agencies responded properly to the "red flags" is open to serious question. (Author/JM)

ED 096 374 UD 014 543

Jaeger, Richard M. Freijo, Tom D.

Race and Sex as Concomitants of Teachers' Accuracy in Evaluative Rating of Students.

Spons Agency—University of South Florida, Tampa.

Pub Date Apr 74

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Academic Achievement, Compensatory Education Programs, Elementary Schools, *National Surveys, Perception, *Racial Differences, Sex Differences, Student Characteristics, *Student Evaluation, Student Needs, Student Teacher Relationship, Teacher Attitudes, *Teacher Characteristics

This study examines the hypothesis that the accuracy of teachers' evaluations of their students is higher if (1) the teacher and the student are of the same race, and (2) the teacher and the student are of the same sex. Data were collected in the 1969 Survey on Compensatory Education, a survey of national scope sponsored by the U.S. Office of Education. The survey secured data from school superintendents, elementary school principals, and elementary school teachers. Teachers answered questions about themselves and their classes in responding to a "Teacher Questionnaire," and answered questions about individual pupils in their classes in responding to several "Pupil Questionnaires." Survey data were secured from a nationally-representative sample of public school systems and elementary schools which provided services, supported in whole or in part through Title I of the Elementary and Secondary Education Act of 1965, during the 1968-69 school year. Only students and teachers from grade 4 were considered in the present study. The results of this study suggest that much of the literature on the topic of race and social distance may not be applicable to classroom teachers. "White female teachers rating blacks" were most accurate, and "black teachers rating blacks" were least accurate. The most accurate evaluations were made by female teachers and by whites rating other whites. (Author/JM)

ED 096 375 UD 014 544

Fox, Andrew And Others

In-School Neighborhood Youth Corps. 14/15 Year-Old Black Teenage Girl Project, Memphis, Tennessee. Final Report.

Memphis City School System, Tenn.; Social Service Delivery Systems, Memphis, Tenn.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DLMA-42-47-73-01-05

Pub Date 31 Dec 73

Note—175p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (Price not quoted)

EDRS Price MF-$0.75 HC-$7.80 PLUS POSTAGE

Descriptors—Academic Achievement, *Adolescents, Attendance Records, *Females, Juvenile Courts, *Negro Students, Peer Groups, Personality Assessment, *Program Evaluation, Research Methodology, Role Models, Urban Education, *Work Experience Programs, Youth Programs

Identifiers—Tennessee

This study analyzes the effects on 14- and 15-year-old black teenage girls of entering and participating in a specially designed work program. The girls were provided with supports in their work settings, well-defined tasks, supervisors as well as regularly scheduled peer interaction groups led by a young black woman considered to be an appropriate role model. The entire process of recruitment, selection, and certification was conducted by the Memphis In-school Neighborhood Youth Corps office. Two kinds of data were collected: (1) personality assessment on the experimental group and on the two control groups, and (2) external source data, consisting of school grades, school absences and tardiness, juvenile court contacts, known pregnancies, and on-job performance evaluations. The selected experimental group were given work assignments as assistants to teachers and leaders in afterschool day care centers in poverty neighborhoods. They were directed by job supervisors in each center, and participated in regular discussion-interaction groups. In brief, the youth employment program, supported by peer interaction groups, produced positive outcomes for those included in it. At the same time, those who were not included in the program (or who dropped out) showed negative changes in school grades and self-concepts, as well as an increased perception of themselves as being at the mercy of chance or luck rather than controlling their own destinies. (Author/JM)

ED 096 376 UD 014 545

Uhl, Norman P.

A Procedure for Identifying Problems and Solutions in Desegregated Schools.

Spons Agency—North Carolina Central Univ., Durham.

Pub Date Apr 74

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974). Appendixes may not reproduce legibly due to the print size in the original document

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—Administrator Attitudes, Educational Problems, *High Schools, *Integration Effects, *Measurement Techniques, Parent Attitudes, Problem Solving, *Race Relations, Racial Integration, School Integration, School Surveys, Student Attitudes, *Student Problems, Teacher Attitudes

The purpose of this study was to investigate the usefulness of a procedure (a modification of the Delphi technique) for identifying racially-related problems and achieving some consensus on solutions to these problems among students, parents, and the school staff. The students who participated attended six classes which were selected to provide a balanced cross-section of students. The first step was the completion of an open-ended questionnaire designed to elicit racially-connected school problems and suggested solutions. A second questionnaire was developed using the problems most frequently mentioned by the different groups representing each race. Under each problem were listed solutions that were suggested by the respondents, as well as those suggested by the project staff and two consultants. This second questionnaire was distributed to the participants asking them to evaluate each proposed solution to a problem on a five-point scale, or if they felt that the statement was not a problem, they could check that alternative. A third and final questionnaire was to be administered to the participants, specifying the most frequent response given to each solution. The third questionnaire was not approved by the principal and therefore was not administered. Even without the third questionnaire, this modified Delphi technique did provide a surprising degree of consensus concerning the solutions to most of the problems which were identified. (Author/JM)

ED 096 377 UD 014 546

Austin, B. William

Population Policy and the Black Community.

National Urban League, Inc., New York, N.Y. Research Dept.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Jul 74

Note—194p.

Available from—National Urban League, Inc., 477 Madison Avenue, New York, New York 10022 ($2.00)
Document Not Available from EDRS.
Descriptors—Black Community, Census Figures, Contraception, *Demography, *Family Planning, *Negroes, Policy Formation, Political Issues, Population Growth, *Population Trends, *Public Policy, Social Differences, Socioeconomic Status, Urban Population

In this study, research was conducted over an 18-month period on the nature of population policy in America, its impact on black people, and how black people view its impact. Projections for the nonwhite population to the year 2000 were made by the National Urban League Research Department. Our projections, which are based on the Census Bureau's Series E projections, indicating that the nonwhite population wil remain, at least until the 1990's, a rather young population (below 19 yers). By the year 2000, we anticipate a change in the composition of the nonwhite population resulting in a shift of the majority age group to the 20-49 year age group. According to these projections, the nonwhite population will increase by 65-85 percent by the year 2000, and therefore its proportion of the total population will increase from 12.5 percent to 15.2 percent between 1970 and 2000. The study focuses on: (1) the demographic aspects of the black community; (2) critiques of major population-related reports; (3) present population-family planning policy; (4) the debate: family planning or genocide; and (5) future populaton policy. Among the findings are the following: American population policy is based primarily on family planning and not as part of a more comprehensive health policy. There does not appear to be a specifically evolved population policy for the black community. Most blacks are in favor of using contraceptives and family planning clinics at present. (Author/JM)

ED 096 378 UD 014 547
Leslau, Abraham
Sociodemographic Factors and Racial School Segregation. CDE Working Paper No. 74-20.
Wisconsin Univ., Madison. Center for Demography and Ecology.
Report No—CDE-WP-74-20
Pub Date Jul 74
Note—46p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Census Figures, Community Characteristics, Community Involvement, *Demography, Elementary Schools, *National Surveys, Racial Segregation, *Residential Patterns, *School Segregation, *Social Factors, Social Influences, Socioeconomic Status, Student Enrollment

The purpose of this research is to investigate the relationship between the community's sociodemographic factors and the results of its effort to desegregate or integrate its school system. Two overall hypotheses are tested: (1) there is a positive correlation between each of three demographic variables--racial residential segregation, black school enrollment, and size of the community--and the rate of school segregation; and (2) residents of small communities, in comparison with those of large communities, are involved more in the issue of school integration and their attitudes are taken more into account in the decision-making concerns of this issue. In this study only elementary schools are considered. The population of the study consists of every small community of the northern states. From census data for 1970 there were 249 places that met the study's conditions, but 19 were eliminated from the analysis. Because of technical problems and lack of data, the main discussion is based on the data available for 128 places. Two sources are used in this study: (1) "Directory of Public Elementary and Secondary Schools in Selected Districts, Enrollment and Staff by Racial/Ethnic Groups, Fall, 1970" (U.S. Department of Health, Education, and Welfare, 1972) and (2) 1970 census data. The former is used for computing the indexes of school segregation and enrollment measures, the latter for measuring the other independent variables. (Author/JM)

ED 096 379 UD 014 548
Mills, Roger
Justice Delayed & Denied: HEW and Northern School Desegregation.
Catholic Univ. of America, Washington, D.C. Center for National Policy Review.
Pub Date Jun 74
Note—123p.
Available from—Center for National Policy Review, School of Law, Catholic University of America, Washington, D.C. 20017 ($1.00)
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors—*Civil Rights, Federal Aid, Federal Government, Federal Programs, Government Role, Law Enforcement, *Northern Schools, Program Administration, *Public Policy, Racial Discrimination, Racial Segregation, *School Integration, School Segregation
Identifiers—Civil Rights Act 1964, *Department of Health Education and Welfare

This study sought to assess the record of the Department of Health, Education and Welfare in carrying out its mandate to prevent racial discrimination in school districts in the 33 northern and western states that did not at the time of the "Brown" decision have laws requiring or authorizing segregation of the public schools. Ten years ago, Congress enacted the Civil Rights Act of 1964, Title VI of which provided that no person shall be subjected to discrimination in any program receiving federal funds. When this inquiry was initiated, there were several alternative theories to explain the apparent lack of impact of Title VI on northern school segregation: either that HEW had not looked for or had not been able to discover any violation of Title VI in the districts it had investigated, or that HEW had found violations in northern districts but had failed to act to redress the violations. At the end of this study, it was concluded that in many cases HEW investigations uncovered violations of the law, but the agency failed to take effective action to provide remedies to the victims of discrimination or to stem the flow of federal funds to districts which are in violation of the federal Constitution. In other cases, HEW failed to conduct any investigation at all in many districts where large numbers of minority children live and attend racially isolated schools. (Author/JM)

ED 096 380 UD 014 549
Noar, Gertrude
The Teacher and Integration. Revised Edition.
National Education Association, Washington, D.C.
Pub Date 74
Note—91p.; The first edition (1966), ED 029 056, was announced at Level III
Available from—NEA Publications, Order Dept., The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 0-8106-1318-2-00; ($2.00, paper)
EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
Descriptors—Class Activities, Class Attendance, *Class Management, *Class Organization, Classroom Communication, *Classroom Integration, Communication Problems, Discipline Problems, Racial Integration, *School Integration, Social Integration, Student Teacher Relationship, *Teaching Guides

This book is intended for both beginning and experienced teachers who face many difficult challenges in today's desegregated school. Teachers must come to feel and recognize the many contingencies of the desegregated classroom if it is to be a place for learning. Because social class segregates children as often as does race, the major question posed in this book is how teachers can integrate into one classroom children of different races and socioeconomic backgrounds. The how-to-do-it sections of this book are intended to help prospective teachers apply new information, sensitivity, and insight to specific day-by-day situations. The situations range widely from first-day welcome to absenteeism. Issues directly relating to these situations also are discussed: from the nature and applicability of discipline to the appropriateness of curriculum. In addition to day-to-day expertise, teachers need a global perspective on integration if the nature of pluralism is to be understood and if integration is to work in the classroom. In a sense the international racism that obstructs world peace and the problems that face teachers in pluralistic classrooms are based on the same issues. For this reason the appendixes include one United Nations document, two UNESCO articles, and a brief excerpt from Pearl S. Buck's autobiography. The bibliography lists many materials and resource organizations teachers can use to sharpen their awareness. (Author/JM)

ED 096 381 UD 014 550
Belbas, Nancy, Ed.
Dimensions of Conflict for Youth: A Cross-Cultural View. Seminar Series No. 5.
Minnesota Univ., Minneapolis. Center for Youth Development and Research.
Pub Date Aug 74
Note—41p.
Available from—Center for Youth Development and Research, University of Minnesota, 325 Haecker Hall, St. Paul, Minnesota 55108 ($0.50)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Anti Social Behavior, Behavior Problems, *Conflict, Conformity, *Cross Cultural Studies, Developmental Psychology, *Laws, Role Conflict, Social Factors, *Socialization, Social Problems, Social Values, Sociocultural Patterns, Youth Opportunities, *Youth Problems

This document presents, in two parts, ideas and information which were gathered from eight monthly seminars. Part 1, "Developmental and Cross-Cultural Patterns of Youth," examines what is known about developmental norms regarding youth in general in respect to their attitudes at different ages towards rules and authority. It is found that in the societies studied youth look more alike than different on perceptions of what is a rule, what is a law, etc. and that age has a greater impact than ethnicity. There are, therefore, two important considerations for understanding the legal socialization of youth. First, we need to know how youth at different ages perceive "the legal" in these settings. Secondly, it is essential to also understand how adults view rules and issues because as socializing agents, they are the modeling figures. Part 2, "-Social Contexts of Youth in Conflict," examines the following questions: What are the cultural norms and traditions? What are the patterns and goals of socialization? What are the political realities? What economic and work opportunities exist for youth? What is the impact of technological change on society and the individual? What status is conferred on youth by society? How does the legal system define and deal with unacceptable behavior? Each discussion focuses on a particular case in point, specifying the resource person who supplied the information on that case. (JM)

ED 096 382 UD 014 560
Fadiman, Clifton, Ed.
What are the Priorities for City Schools? A Discussion by Wilson C. Riles, Carl J. Dolce and Martin Mayer. Occasional Papers No. 15.
Council for Basic Education, Washington, D.C.
Pub Date Mar 69
Note—29p.; Discussion at a public meeting of the Council for Basic Education (Washington, D.C., October 25, 1968)
Available from—Council for Basic Education, 725 15th Street, N.W., Washington, D.C. 20005 ($0.25)
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors—Curriculum Development, Disadvantaged Youth, Economically Disadvantaged, Educational Change, Educationally Disadvantaged, *Educational Needs, *Educational Objectives, *Educational Policy, *Educational Problems, Evaluation, Public Policy, Social Change, *Urban Education, Urban Schools

Many of the problems the schools seem to face are problems only marginally related to the curriculum--problems of racial difficulty, problems of class-adjustment. In discussing the educational priorities of city schools, it was generally agreed among the speakers that these matters would be thought of here as subordinate. That is, they would take the rather old-fashioned view that the school is still an institution dedicated to the training of the mind and that the priorities are still educational. The first speaker, Mr. Wilson Riles, was the Director of the Office of Compensatory Education in the California State Department of Education. The second speaker, Dr. Carl J. Dolce, began as an elementary school teacher, had also taught in high school, been a junior high principal, and was on the faculty of the Harvard Graduate School of Education. Since 1965, he

has been Superintendent of Schools, Orleans Parish School Board, New Orleans. The third speaker was Martin Mayer. He had been research director of a study of international secondary education for the Twentieth Century Fund and for 6 years was chairman of a New York City local school board. He has written several books. Post-presentation discussion covered such topics as: evaluation, t8e role of the school in social adjustment and teaching values, the Bereiter-Engelmann approach, and others. (Author/JM)

ED 096 383 UD 014 561

Heath, G. Louis

Red, Brown, and Black Demands for Better Education.

Pub Date 72

Note—216p.

Available from—Westminster Press, Philadelphia, Pennsylvania 19107 ($3.50, paper)

Document Not Available from EDRS.

Descriptors—*Activism, American Indians, Economically Disadvantaged, Educational Change, Educationally Disadvantaged, *Educational Needs, Educational Objectives, Educational Policy, *Educational Problems, *Journalism, Mexican Americans, *Minority Groups, Negro Education, Public Policy, Social Change

The essays gathered here portray the spead across the land of an awareness, a consciousness of social plight among minorities, since the early 1960's. The blacks, the largest minority group, were the first to attempt to act out their consciousness and make the world better for themsleves. They have been followed lately by the Chicanos and the Indians. These three minorities have all made recent demands on a social system that has discriminated greatly against them. One of the foremost demands of these minorities has been that educational institutions serve them as well as the WASP majority. That is, they have aspired for education that provides a curriculum that is consistent with their identity and culture yet still teaches them the occupational skills to compete successfully in the marketplace. Where they have been unable to secure both relevance and skills in one educational package, they have often been frustrated into demanding either technical education that ignores their culture or cultural education that equips them with no viable skills. Both alternatives are dead ends for red, brown, and black learners and for American society. The hope is that the nation, despite all the apparent lack of common purpose, can still hear and act on red, brown, and black demands that the schools both respect them culturally and train them for jobs. (Author/JM)

ED 096 384 95 UD 014 562

Lipton, Lawrence A.

Edison Project: Final Evaluation Report--Year 3, 1973-1974. Report No. 7502.

Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 26 Aug 74

Grant—OEG-0-71-3229(281)

Note—58p.; Page 51 may not be clearly legible when reproduced due to size and quality of print in the original

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors—Curriculum Development, Dropout Identification, *Dropout Prevention, *Dropout Programs, Dropouts, Economically Disadvantaged, Educationally Disadvantaged, High School Students, *Program Evaluation, Pupil Personnel Services, Remedial Instruction, *Urban Schools

Identifiers—Elementary Secondary Education Act Title VIII, ESEA Title VIII, *Pennsylvania, Philadelphia

The Edison Project, funded under Title VIII of the 1965 Elementary Secondary Education Act, has as its major objectives the reduction of the dropout rate, the increasing of the average daily attendance, the improvement of basic skills, and the development of career awareness. The project has been established as an annex to Edison High School, an all male, comprehensive high school which has the highest dropout rate in the school district. Gang tension, racial problems, failure, and a lack of interest in education have led to a discouraging school climate. The components of the program are: instructional (classroom activities, curriculum development, and home contacts), reading and mathematics (remediation and consultative services for teachers), career development (job exposure, experience, and training), and ancillary services (medical examinations, follow-up treatment, legal service). The project uses self-contained classroom at the high school level to personalize the educational experience. Through the coordination of the various components, subject area centered learning stations have been developed within the school, and work and community centered learning stations have been developed as outside learning stations. Three hundred thirty five students were enrolled in the project in September, 1973, 248 at the main project side and 87 at the Edison Component. (Author/JM)

ED 096 385 UD 014 564

John, Vera P. Leacock, Eleanor

Transforming the Structure of Failure; The Structure of Failure: Part II.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 74

Grant—NE-G-00-3-0074

Note—34p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—*Community Involvement, *Disadvantaged Youth, Economically Disadvantaged, *Educational Change, Educationally Disadvantaged, Educational Needs, Educational Policy, *Educational Problems, *Failure Factors, Minority Group Children, Public Policy, School Community Relationship

The present trend in writings on school has shifted womewhat from the documentation of educational inadequacies and inequities and suggestions for their reform, to analyses of the role schooling plays in out society generally. While the efforts of educationally disenfranchised communities to achieve some influence and control over the schooling of their children has slowed, it has not ceased. Such efforts can give direction to those who still seek ways to improve education for the poor. The first section of this focuses on the social context of teaching from the viewpoint of an anthropologist. The second follows through on the implications of individual learning from the standpoint of a psychologist. Three basic arguments are put forth: (1) that a new process-oriented education for poor children cannot be implemented in schools which have failed to resolve the ideological tensions between oppressed communities and their educational institutions; (2) that the focus on children as targets of change in the war on poverty--a focus which did not include entire communities in programmatic efforts to eradicate poverty--created new problems without necessarily solving old ones; and, (3) that teachers cannot respond productively to the learning and thinking styles of children which are different from their own unless we develop new forms and structures for schooling. (Author/JM)

ED 096 386 UD 014 565

Nelsen, Edward A.

Assessing Social Problems and Issues in Desegregated Schools: Black Students Retrospective Reports of High School Social Environments.

Pub Date Apr 74

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors—College Students, *High Schools, High School Students, *Integration Effects, Integration Methods, Interpersonal Problems, Negro Students, Organizational Climate, *Questioning Techniques, Research Methodology, *School Integration, School Organization, Student Attitudes, *Student Problems

This paper describes methodologies and instruments for assessing interpersonal relationships and problems in desegregated schools. Two studies are described in which students entering predominantly black colleges were asked to report retrospectively concerning their (desegregated) high schools' social environments. The studies employed two alternative methods for assessing dissatisfaction and/or seriousness of problems. One of the methods compared the discrepancies between "perceived" and "ideal" environmental characteristics. The other method involved ratings of the "perceived" conditions and the "seriousness" of any problems emanating from the conditions. The studies indicated that among the dissatisfactions and/or problems regarded as most serious by the students were: lack of courses and activities relevant to the needs of black students; limited participation of black students in extracurricular, social, and other school activities; discriminatory attitudes and practices of teachers and others, especially with regard to discipline; opposition of some parents to integration; and lack of identification and loyalty to the school. The problems identified using both methods were similar in a number of instances, although important differences between the methods were noted. (Author/JM)

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The Psychological and Emotional Effects of Abortion.
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Media and the Learner: the Influence of Media-Message Conponents on Students' Recall and Attitudes Toward the Learning Experience.
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Abstracts

Abstracts of Instructional and Research Materials in Vocational and Technical Education. Vol. 7, No. 4.
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Abstracts of Instructional and Research Materials in Vocational and Technical Education. Vol. 7, No. 3.
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The Effect of Perceptually Oriented Physical Education on Perceptual Motor Ability and Academic Ability of Kindergarten and First Grade Children.
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A Comparison of Fifth Grade Achievement in an Open-Classroom Between Students Who Were in a Fourth Grade Self-Contained and Students Who Were in a Fourth Grade Open-Class.
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Factors Associated with the Academic Performance of Malaysian Students at Louisiana State University. Research and Thesis-Summary No. 55.
ED 095 773

Fall 1973 Academic Performance at L. A. C. C. According to High School Source. Research Study No. 74-8.
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Going Beyond the Mean in Educational Evaluation. Paper No. 5184.
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Performance of Prisoners in Two Kinds of Contingency Paths.
ED 095 283

Performance of Students in General College Chemistry as Related to Secondary School Preparation in Chemistry and Other Selected Variables: A Predictive Study.
ED 096 110//

Predicting Student Achievement in Two-Year Engineering Technology Programs.
ED 095 962

A Procedural Guide For Validating Achievement Gains in Educational Projects. RMC Report No. UR-240.
ED 096 344

The Relationship of Selected Measures of Proprioception to Physical Growth, Motor Performance, and Academic Achievement in Young Children.
ED 096 285

A Report on Transfers from L. A. C. C. to the Various Campuses of the California State University and Colleges, 1972-1973. Research Study No. 74-7.
ED 095 974

Rural-Urban Differences in Scholastic Performance in College.
ED 096 026

Seeking a Measure of General Educational Advancement: The Bentee. Final Report.
ED 096 346

Student Profile: Freshmen - 1973-74. Part II: SAT, High School Decile, and Entrance Testing.
ED 095 802

A Study of the Academic Achievement of Athletes at the University of Tennessee, Knoxville. Volume XIV, Number 5.
ED 095 803

The Utility and Implications of 1970 Census Data in Predicting Achievement and Assessing Effects of Concentrated Urban Poverty in Chicago.
ED 096 369

What Do Children Know? Comparative Education Review. International Studies on Educational Achievement. Vol. 18, No. 2.
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Academic Aspiration

Educational Projections of Georgia Rural Youth: A Historical Comparison.
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Grade Point Average and Academic Probation in the Two-Year College.
ED 095 967

Academic Standards

The Measure of Learning.
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Accion Cultural Popular

Educational Radio: A Review of the Literature.
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Accountability

Accountability. Technical Group Report No. 1.
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Issues in Governance, Planning and Coordination. Staff Report No. 8.
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Accounting

Bookkeeping Machines, Business Education: 7718.04.
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Corporation Accounting, Business Education: 7709.31.
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Mass Communication and Acculturation.
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The Mexican American Child and the Public School.
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Social Problems Among Cherokee Females: A Study of Cultural Ambivalence and Role Identity.
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Student Achievement Gains as a Function of Teacher Predictions.
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English School Achievements and Some Student Characteristics II. On the Relationships of Motivational and Auditory Variable to English School Achievements. Final Analyses. Research Bulletin No. 40.
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Factor Analysis of Intellectual Performance in Disadvantaged Negro Adolescents.
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Guidelines for a Training Course in Noise Survey Techniques.
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Consumer Education Curriculum Modules: A Spiral-Process Approach. 4. Action Process.
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Red, Brown, and Black Demands for Better Education.
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Emerging Practices in Mathematics Education. National Council of Teachers of Mathematics, Yearbook 22 [1954].
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Adaptive Ability Measurement
A Word Knowledge Item Pool for Adaptive Ability Measurement. Research Report No. 74-2.
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The Environmental Deprivation Scale (EDS): The Role of Environmental Factors in the Analysis and Prediction of Criminal Behavior and Recidivism.
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Appalachian Migrant Students in Cincinnati Public Schools.
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A Study of Organizational Alternatives for Chelmsford Public Schools.
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The Administration of Higher Education in an Era of Change and Conflict.
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College and University Facilities: Expectations of Space and Maintenance Needs for Fall 1974. Higher Education Panel Reports No. 20.
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Values, Feelings and Morals Part 1: Research and Perspectives. Part 2: An Annotated Bibliography of Programs and Instructional Materials.
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Problems of Dissemination and Use of Innovations in Adult Basic Education: Selected Research Findings and Recommendations. Summary of Vol. II of Planning for Innovation in Adult Basic Education. Research Report No. 5.
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Supplementary Bibliography of Literature Pertinent to Adult Basic Education Staff Development.
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Adult, Continuing, and In-Service Education and the Library in Higher Education: A Bibliographic Check List. Report No. 11.
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Adult Education for Home and Family Life.
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Feeling Good: A Major New Weekly Series on Health for Adults from the Creators of Sesame Street.
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The Learning Society. Report of the Commission on Post-Secondary Education in Ontario.
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Demonstration Project on Developing Alternative Qualifications and Credentials for Paraprofessionals. Phase II. July 1970-December 1973. Final Report.
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Adult Education for Home and Family Life.
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Education on Indian Terms. Annual Conference, National Indian Education Association. A Summary Report. (5th, Milwaukee, Wisconsin, November 14, 15, and 16, 1973).
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Staffing Patterns for Programs in Adult Agricultural Education; A Study in Cooperation.
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Staffing Patterns for Programs in Adult Agricultural Education; A Study in Cooperation.
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Education on Indian Terms. Annual Conference, National Indian Education Association. A Summary Report. (5th, Milwaukee, Wisconsin, November 14, 15, and 16, 1973).
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Effectiveness of Reinforcement Schedule in Relation to Certain Adult Characteristics Using Computer Assisted Instruction. Adult Learning Resources Project, Research Monograph No. 3.
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Adult Reading Programs
Individualized Reading Instructional System (IRIS).
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A Survey of the Attitudes, Opinions and Behavior of Citizens of Colorado with Regard to Library Services. Volume Three: Adult Non-Student Summary.
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Adult Students
Beginning English for Adults. Vol. 1, Asian Project.
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Bridging the Asian Language and Cultural Gap. A Handbook for Teachers. Vol. 7, Asian Project.
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Visuals for Intermediate English for Adults. Asian Project.
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Advance Organizers
Textual Organization, Advance Organizers and the Retention of Prose Material.
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Adverbial --ing. Working Papers in Linguistics, No. 16.
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Effective Learning and Favorable Attitudes in a College Economics Course. Innovation in Teaching Series No. 731.
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African-American Materials Project Experiment in Regional Cooperation. Final Report.
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African-American Materials Project Experiment in Regional Cooperation. Final Report.
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Labor Turnover, Racial Unemployment Differentials, and the Dual Labor Market Hypothesis.
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Life-Coping Skills for Eleven-to-Thirteen-Year-Olds. Prospectus.
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Agricultural Laborers
1973 Annual Rural Manpower Report [State of Oregon].
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Aircraft Simulators and Pilot Training.
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Glider Flight Instructor Written Test Guide.
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Preliminary Evaluation of the Effectiveness of Air Force Advertising.
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Operations and Maintenance Manual, Atmospheric Contaminant Sensor, Revision B.
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Alabama
Educational Projections of Southern Appalachian Youth: High School Seniors in Northeast Alabama, 1966-1972.
ED 096 025
The Experimental Manpower Laboratory for Corrections: Progress Report on Phase V, March Through June, 1974.
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Alaska
Alaskan Native Education: An Historical Perspective. Research and Evaluation Report Series No. 18-A.
ED 096 073

Albany Librarianship Trainee Program
Evaluation of the Albany Librarianship Trainee Program of the School of Library and Information Science of the State University of New York at Albany.
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Alcohol Education
Alcohol and Health; New Knowledge.
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Alcoholism
Alcohol and Health; New Knowledge.
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Challenges and Issues in Private Practice in Working with Addicted People.
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The Teaching of Algebra. National Council of Teachers of Mathematics, Yearbook 7 [1932].
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A Comparison of the Effects of Command, Task and Individual Program Styles of Teaching on Four Developmental Channels.
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Music Listening--Jazz, Music: 5635.893.
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Verdict on America. Readings from Textbooks of Other Countries.
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English in Black and White.
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A Test Used to Determine the Extent to Which the Whorf Hypothesis and the Bernstein Thesis Are Applicable to Either Black Dialect or to Standard English.
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Government and the Economy. A Resource Unit for Grades 7, 8, and 9.
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Alaskan Native Education: An Historical Perspective. Research and Evaluation Report Series No. 18-A.
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Amerindian Education.
ED 096 087//
A Cross-cultural Test of the Cognitive Clarity Theory of Reading.
ED 095 476
Education on Indian Terms. Annual Conference, National Indian Education Association. A Summary Report. (5th, Milwaukee, Wisconsin, November 14, 15, and 16, 1973).
ED 096 095
Fourth Annual Report, 1973-74. (The American Indian Program, Graduate School of Education, Harvard University, Cambridge, Massachusetts).
ED 096 091
Group Differentiation of Teachers on the Papago Reservation: A Comparison of BIA and County Teachers.
ED 096 083
An Investigation of Children's Books Containing Characters from Selected Minority Groups Based on Specified Criteria.
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Occupational Orientation Among the Choctaw Indians.
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OIO [Oklahomans for Indian Opportunity, Inc.] Indian Youth Council Manual.
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The Pueblo Indians of New Mexico: An Analysis of the Educational System.
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Social Problems Among Cherokee Females: A Study of Cultural Ambivalence and Role Identity.
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Statistics Concerning Indian Education, Fiscal Year 1973.
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Student Dropout Study of Ft. Wingate [New Mexico] High School.
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Study of the Community Impact of the Hopi Follow Through Program. Final Report.
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A Study of Youth Attitudes Toward Authority and Their Relation to School Adjustment Patterns. A Report Prepared by the 1973-74 Humboldt County Grand Jury, June 1974.
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American Literature
On Teaching Concord Authors: May I Have This Dance?
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The Lives and Hard Times of Magazine Editors in the Big Apple: A Report on the Society of Magazine Editors' Educators Seminar.
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A Design Selection Procedure.
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Rural-Urban Differences in Scholastic Performance in College.
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Iconic Signs and Symbols in Audiovisual Communication, An Analytical Survey of Selected Writings and Research Findings, Final Report.

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NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (5th edition) for the January 1972 through December 1974 issues of Research in Education (RIE):

ACCOUNTABILITY 020
SN Being held responsible, liable, answerable for certain specified results with respect to an activity (over which one has authority).

ADAPTED PHYSICAL EDUCATION 390
SN Adaptation of regular physical education programs for individuals with handicapping conditions.

Adaptive Behavior
USE ADJUSTMENT (TO ENVIRONMENT)

ADMISSIONS COUNSELORS 380

ADOLESCENT LITERATURE 260
SN Any reading material written primarily for, or read widely by, youth of secondary school age.

AEROSPACE EDUCATION 140
UF Aerospace Science Education

AESTHETIC EDUCATION 140
UF Aesthetic Development

AIR INFLATED STRUCTURES 210
SN Air structures (either high-pressure or dual-wall) in which an inflated structural element acts as a column, beam, or arch to support the enclosing membrane.

AIR SUPPORTED STRUCTURES 210
SN Air structures in which the entire enclosed space is maintained at a small pressure differential over ambient atmospheric pressure to support and pretension the membrane (single or reinforced) that serves as the enclosure.

ALCOHOLIC BEVERAGES 250

ALTERNATIVE SCHOOLS 470
SN Schools both within and outside the public school system that offer alternatives to traditional educational concepts and practices, e.g., student initiated learning process, inquiry-discovery approach, and shared problem solving and decision making.

ALTRUISM 040
SN Consideration for the welfare of others, sometimes in accordance with an ethical system.

AMERICAN STUDIES 450
SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes the continental United States, Canada, the Arctic Archipelago, and Greenland.

ANEMIA 250
UF Iron Deficiency Anemia
Sickle Cell Anemia

ANSWER SHEETS 520
SN Sheets of paper, cards, or other items on which examinees record responses for tests or questionnaires.
UF Answer Booklets
Answer Cards

ARCHERY 390

ARTIFICIAL LANGUAGES 300
SN Languages created for international communication, e.g., Esperanto and Interlingua.
UF Constructed Languages

ASIAN AMERICANS 380
SN Citizens or permanent residents of the United States who are descendants of the indigenous peoples of East Asia (China, Japan, Korea, Mongolia), Southeast Asia, and the Pacific Islands.
UF Amerasians
American Orientals
Oriental Americans

ASIAN STUDIES 450
SN Studies, usually interdisciplinary in approach, of such geographic areas as Asiatic U.S.S.R., Bangladesh, Bhutan, Ceylon, China, India, Indonesia, Japan, Korea, Maldive Islands, Mongolia, Nepal, Pakistan, the Philippines, Sikkim, and the Southeast Asian Subcontinent.

ASSISTANT PRINCIPALS 380

BIRTH RATE 120
SN Actual frequency of births in a population.
UF Fertility Rate
Natality

BODY LANGUAGE 080

CAPITALISM 480

Career Development
USE VOCATIONAL DEVELOPMENT

CASTE 490
SN A closed social stratum based on heredity that determines its members' prestige, occupation, place of residence, and social relationships.

CHANGE STRATEGIES 510
SN Methods used by those who would alter the practice of some organization, institution, or other group to incorporate new knowledge, products, procedures, or values toward improved service or results.

CHEMICAL NOMENCLATURE 400

CHILD ADVOCACY 480
SN Active mobilization of social, economic, and legal resources for the purpose of ensuring the individual child's basic rights and developmental needs (including those related to home, community, and school).

CHILDRENS LITERATURE 260
SN Any reading material written primarily for, or read widely by, children from their early years to adolescence.

COMPENSATION (CONCEPT) 310
SN The recognition that material undergoing a perceptual transformation in one dimension is accompanied by a specific change in another dimension.

CONCEPTUAL TEMPO 420
SN An index of time spent in problem solving sequences used to characterize the reflective/impulsive dimension of cognitive style.

CONFIDENCE TESTING 190
SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice.

CONSERVATION (ENVIRONMENT) 460
SN Preservation of the environment, including natural resources, from loss, waste, or harm.

CONSTRUCTION MANAGEMENT 020

CORPORAL PUNISHMENT 310
SN Infliction of physical pain upon one person by another.

COST INDEXES
SN Measures of the difference in cost or price (prices of consumer goods, school costs, etc.) from that which existed during a designated base period.
UF Index Numbers (Costs)
Price Indexes

CUBANS 380

CUTTING SCORES 190
SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose.
UF Critical Scores

DAILY LIVING SKILLS 010
SN Personal management and social skills which are necessary for adequate functioning on an independent basis.
UF Fundamental Skills (Daily Living)

DECODING (READING) 440
SN Assimilation of meaning from written language by trial and error process of grapho-phonic, semantic, and syntactic analyses.

DELIVERY SYSTEMS 020
SN Organizational and administrative aspects of the provision of services.

DESENSITIZATION 420
SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears.

DESIGN BUILD APPROACH 020
SN Entering into a single contract for design services and construction services.
UF Design Construct Method
Turnkey Building

DIMENSIONAL PREFERENCE 060
SN Cue response to color, form, or size.

Diplomacy
USE FOREIGN RELATIONS

DIPLOMATIC HISTORY 260
SN History of negotiations among nations, including the study of international alliances, treaties, and other agreements.

Diplomatic Policy
USE FOREIGN POLICY

DISARMAMENT 480
UF Arms Control
Multilateral Disarmament
Nuclear Control
Unilateral Disarmament

DISSENT 060
UF Dissensus

DRINKING 250
SN Consumption of alcoholic or other beverages.
UF Social Drinking

DRUG EDUCATION 140
SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects.

Ecosystems
USE ECOLOGY

EDITING 080
SN To make suitable for publication or public presentation by selecting, emending, revising, and compiling.
UF Copyediting

EDITORIALS 050

EDUCATIONAL ALTERNATIVES 140
SN Differential educational programs, within or outside the formal school, which offer a choice and reflect changing social, economic, or cultural needs of the individual or of society (includes alternative goals, structures, delivery systems, curriculum content and methods, modes of learning, etc.).
UF Alternative Education
Educational Choice
Instructional Alternatives
Teaching Alternatives
Training Alternatives

EDUCATIONAL ANTHROPOLOGY 480
SN Application of anthropological concepts and methods to the study of educational institutions and processes.

EDUCATIONAL ASSESSMENT 180
SN Evaluative process of determining the attainment of educational objectives (nationwide, statewide, or locally) for use in educational planning, development, policy formation, and resource allocations.

EFFICIENCY 180
SN Capacity to produce desired results with a minimum expenditure of energy, time, money, or materials.

ENCAPSULATED FACILITIES 210
SN Environmentally controlled enclosures made of lightweight material to provide high mobility and flexibility—usually built at less cost than traditional structures.

ENERGY CONSERVATION 460
SN Preventing loss or waste of energy.

ENGLISH FOR SPECIAL PURPOSES 300
SN English for non-English speakers who have need for a certain, specialized knowledge of the language for the efficient discharge of functions in their studies, profession, or trade.

ETHNOCENTRISM 040
SN Habitual disposition to judge foreign peoples or groups by the standards and practices of one's own culture or ethnic group.

EXTERNAL DEGREE PROGRAMS 140
UF Extended University
Open University
University Without Walls

FACILITY PLANNING 210

FAST TRACK SCHEDULING 020
SN A construction management technique in which design and construction process activities are scheduled to overlap rather than scheduled sequentially.

FOUND SPACES 210
SN Spaces which do not resemble traditional school facilities but can easily be converted, e.g., hotels, supermarkets, residences, and enclosed or semi-enclosed outdoor areas adjacent to new or existing facilities.

FULL STATE FUNDING 220

Fundamental Skills (School)
USE BASIC SKILLS

Future Studies
USE FUTURES (OF SOCIETY)

FUTURES (OF SOCIETY) 480
UF Alternative Futures
Future Studies
Futurism
Futuristics
Futurology

GENERATIVE PHONOLOGY 290
SN Theory or system of rules which describes or predicts well-formed phonological outputs, and is used to express the ability of speakers to produce the sounds of their native language.

GLOBAL APPROACH 480
SN Approach to social, cultural, scientific, and humanistic questions involving an orientation to the world as a single interacting system.
UF International Approach
Worldmindedness
Worldwide Approach

HISTORIOGRAPHY 260
SN Research into and writing of history.

HOMOSEXUALITY 060
UF Lesbianism

HUMANISTIC EDUCATION 140
SN Educational system designed to achieve affective outcomes or psychological growth with the mastery of substantive academic subjects—learning activities in math, social studies, English, and so on, are oriented toward improving self-awareness and mutual understanding among people.
UF Affective Education
Confluent Education
Human Relations Education
Psychological Education
Values Education

HUMANIZATION 490
SN The process of changing the environment (attitudes, structures, relationships) to be more humane and better adapted to human needs.
UF Dehumanization

HYBRID AIR STRUCTURES 210
SN Air structures (either air cushions or frame-stabilized structures) which combine air-inflated or structural elements with each other, or are used in combination with other structural supports.

IDEOGRAPHY 290
SN System of writing using pictures or symbolic characters instead of letters or syllable signs.

Intergovernmental Organizations
USE INTERNATIONAL ORGANIZATIONS

Internation Behavior
USE FOREIGN RELATIONS

INTERNATIONAL CRIMES 060
UF War Crimes

INTERNATIONAL LAW 230
UF International Legal Analysis
International Torts
Law of Nations

International Policy
USE FOREIGN POLICY

International Politics
USE FOREIGN RELATIONS

ITEM BANKS 520
SN Collection of test items classified according to objectives, subtests, difficulty, grade level, content, etc., which may be used to construct tests tailored to the users' needs.
UF Item Pools

Labor Demand
USE MANPOWER NEEDS

LAND ACQUISITION 020

LAYOUT (PUBLICATIONS) 030
UF Format (Publications)

LEAD POISONING 250

Learning Centers
USE LEARNING LABORATORIES

LIFE STYLE 060
SN Manner of living chosen as a personal response to the social and cultural milieu.

Lifelong Integrated Learning
USE CONTINUOUS LEARNING

LINGUISTIC DIFFICULTY (INHERENT) 290
SN Universal difficulty (or ease) in articulating, auditing, or processing particular linguistic units and unit sequences.

LOCUS OF CONTROL 420
SN Personality construct referring to an individual's perception of the locus of events as determined internally by his own behavior vs. fate, luck, or external forces.
UF Internal External Locus of Control.

LUNAR RESEARCH 450
SN Scientific activities designed to provide information about the origin, structure and properties of the moon.
UF Lunar Exploration

MANAGEMENT BY OBJECTIVES 020
SN Method of combining performance appraisal with the process of developing and refining organizational goals—involves mutual goal setting between manager and subordinate, during which specific performance or measurement criteria are spelled out and agreed upon.

MARRIED STUDENTS 380

MATRICES 340

MECHANICS (PHYSICS) 400
SN The science that deals with the effects of energy and forces on the equilibrium, deformation, or motion of solid, liquid, and gaseous bodies—includes both classical (Newtonian) and modern (atomic-level) mechanics.
UF Classical Mechanics

MERIT PAY 220

MEXICANS 380
SN Citizens of Mexico

MIDDLE EASTERN STUDIES 450
SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes Afghanistan, Cyprus, Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Libya, Sudan, Syria, Turkey, and the Arabian peninsula.

Military Policy
USE FOREIGN POLICY

MISCUE ANALYSIS 440
SN Examination and interpretation of observed responses in oral reading which do not match expected responses, as a technique for measuring the learner's control of the reading process.
UF Miscue Taxonomy

MOLECULAR STRUCTURE 220

MONOLINGUALISM 290

MORAL DEVELOPMENT 130
SN Developmental processes in the formation of moral reasoning and judgments.

MULTIDIMENSIONAL SCALING 190
SN A procedure for analyzing distances among a set of points in order to find their coordinates on several underlying dimensions.

NATURE NURTURE CONTROVERSY 130
SN Argument concerning the relative influences of hereditary and environmental factors in determining behavior patterns.
UF Environment Heredity Controversy
Heredity Environment Controversy
Learning Maturation Controversy
Maturation Learning Controversy

NEUROLINGUISTICS 290
SN A branch of linguistic science relating language behavior to the neurological sciences.

NEWS REPORTING 080

NONFICTION 260

NONFORMAL EDUCATION 140
SN Organized education without formal schooling or institutionalization in which knowledge, skills and values are transmitted through relatives, peers, or other community members.

NONPUBLIC SCHOOL AID 220

NONRESERVATION AMERICAN INDIANS 380
SN American Indians living off reservations who remain on the tribal census roll or who maintain their Indian identity.
UF Off Reservation American Indians

NORMALIZATION (HANDICAPPED) 250
SN Use of culturally normative means (patterns and conditions of everyday life) to facilitate adjustment and functioning by the handicapped.

OBSERVATIONAL LEARNING 310
SN Behavioral effect on the learner resulting from the observation of a model.
UF Imitative Learning

OPEN BOOK TESTS 520

OPEN EDUCATION 140
UF Open Schools

ORGANIZATIONAL DEVELOPMENT 020
SN The application of behavioral technology to organizations by attempting to integrate individual needs for growth and development with organizational goals and objectives.

ORGANIZATIONAL EFFECTIVENESS 180
SN Degree to which organizations (groups of people) are successful in satisfying their objectives or functions.

ORGANIZATIONAL THEORIES 020
SN Ideas or hypotheses relating to the form and structure of organizations (groups of people), describing how such organizations do operate or should operate.

OUTREACH PROGRAMS 410
SN Efforts to increase the availability and utilization of services, especially through direct intervention and interaction with the target population.
UF Community Outreach
Outreach Counseling

PARANOID BEHAVIOR 420
SN Behavior characterized by suspiciousness or delusions of persecution or grandeur.

PARENTHOOD EDUCATION 140
SN Programs designed to help teenage boys and girls prepare for effective parenthood by learning about child development and the role of parents, and by working closely with young children.

PAROCHIAL SCHOOL AID 220

PEACE 480
UF International Peace
World Peace

PEER COUNSELING 090
SN Performance of limited counselor functions, under counselor supervision, by person of approximate age of counselee.

PERFORMANCE BASED EDUCATION 140
SN Educational system which places emphasis on the specification, learning, and demonstration of those competencies (knowledge, skills, behaviors) which are of central importance to a given profession or career.
UF Competency Based Education
Consequence Based Education
Criterion Referenced Education
Output Oriented Education
Proficiency Based Education

PERFORMANCE BASED TEACHER EDUCATION 140

PHONEME GRAPHEME CORRESPONDENCE 290
SN Relationship between speech sound (phoneme) and written symbol (grapheme).
UF Grapheme Phoneme Correspondence

PHYSICIANS ASSISTANTS 380
SN Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians.

PNEUMATIC FORMS 210
SN Structures used as forms for placing concrete, reinforced and/or foam plastic materials.

POLISH AMERICANS 380

POPULATION EDUCATION 140
SN Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society.

PREGNANT STUDENTS 380

PRIMARY SOURCES 460
SN Original evidence (documents, relics, oral records, etc.) used in historical research.
UF Original Sources

PROCESS EDUCATION 140
SN Educational system which emphasizes the learning and demonstration of generalizable process skills (e.g., observation, classification, measurement, prediction, communication, and inference).

Program Implementation
USE PROGRAM DEVELOPMENT

PROPERTY TAXES 230
UF Ad Valorem Tax

PUBLIC SERVICE OCCUPATIONS 350
SN Employment necessary to accomplish the mission of local, county, state, Federal, or other government, except for military service.

PUNISHMENT 310

PUPPETRY 030
UF Puppets
Puppet Shows

RELOCATABLE FACILITIES 210
UF Nonpermanent Facilities

RESPITE CARE 490
SN Short-term care of the handicapped, in or outside the home, to provide family relief.

REVENUE SHARING 220
SN Practice of returning a percentage of federal tax money to states and localities for locally directed and controlled public service programs—includes functional grants for education and other major purposes (special) as well as unrestricted grants (general).

REVOLUTION 480
SN The attempt to make radical changes to one or more political, social, or technological systems that would be qualitatively different from and destructive to the traditional values, norms, and practices of such systems.

ROLE MODELS 420
SN Individuals (real or theoretical) chosen for emulation in one or a selected few of their roles.

SEMANTIC DIFFERENTIAL 190
SN A method of measuring attitudes and/or values through the use of pairs of bipolar adjectives.

SEX DISCRIMINATION 480
UF Discrimination (Sex)
Sex Bias
Sex Prejudice

SEX ROLE 490
SN Pattern of attitudes and behavior that in any society is deemed appropriate to one sex rather than the other.

SEX STEREOTYPES 490

SHARED FACILITIES 210
SN Facilities used by two or more distinct groups, institutions, organizations, etc., whether for the same function or for different functions.
UF Joint Occupancy

SI Units
USE METRIC SYSTEM

SOCIALISM 480

SOCIAL STRATIFICATION 490

SPACE SCIENCES 400

STATE OF THE ART REVIEWS 320

STRABISMUS 240
SN Lack of coordination of eye muscles so that the two eyes do not focus on the same point.
UF Cross Eyes
Heterophoria
Heterotropia
Walleyes

STUDENT RESPONSIBILITY 040

TEACHER CENTERS 210
SN Interinstitutional centers (school/college/community) offering teacher-oriented professional development programs, at preservice/inservice levels, of educational demonstrations, experimental teaching, laboratory experiences and other participatory learning activities.
UF University Training Centers

TEACHER DISCIPLINE 020
SN Discipline of, not by, teachers.

TEACHER DISMISSAL 020

TIMEOUT 420
SN Period of time in which no positive reinforcers are available, e.g., isolation in a small room.

TOTALITARIANISM 230
UF Dictatorship

TREATIES 230
SN Negotiated agreements between two or more political authorities.

UPPER DIVISION COLLEGES 470
SN Colleges offering junior, senior, and graduate level courses.

Valence (Language)
USE SYNTAX

VENEREAL DISEASES 250
UF Syphilis
Gonorrhea
Chancroid

VISUAL AIDS 050
UF Visual Equipment
Visual Instrumentation
Visual Materials
Visual Media

VISUAL LITERACY 010
SN A group of competencies which allows a human being to discriminate and interpret the visible action, objects, and/or symbols, natural or man-made, that he encounters in his environment.

VOCATIONAL MATURITY 130
SN Degree of an individual's skill in making decisions concerning his or her vocation at a given life stage.

WAR 480
UF Civil War
Conventional Warfare
Guerilla Warfare
International War
Unconventional Warfare

WASTE DISPOSAL 410
SN Act or process of discarding or throwing away unneeded or excess material including solids, oils, chemicals, and liquids.

WASTES 460
SN Unneeded, discarded or excess material including solids, oils, chemicals, and liquids.
UF Litter
Refuse

WOMENS ATHLETICS 390

WOMENS STUDIES 110
SN An academic discipline that incorporates courses about women either separately or as a field of study.
UF Female Studies

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